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STUDENT SUMMER EMPLOYMENT SURVEY

SUMMER '70

(Lethbridge, Alberta)

STUDENT SUMMER EMPLOYMENT SURVEY


- SUMMER '70 -

Gordon W. Russell

and

Rodger D. Conner

UNIVERSITY OF LETHBRIDGE



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ACKNOWLEDGEMENTS

The writers would like to express their gratitude to Mrs. Mary Walberg for her patient typing of numerous revisions of this report. Also, thanks are due Miss Lori Larson, Mrs. R. Larson and Mrs. Audrey Russell for the care with which they scored the questionnaire responses and organized the data for analysis.

Finally, we offer our thanks to Mr. W. Tickle and Mr. R. Talarico of the University of Lethbridge Instructional Media Centre for their skilled preparation of the figures.

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PREFACE

This report represents a summary of a project designed to assess the summer employment situation for students during the summer of '70 in the Lethbridge area. The project was planned during the spring of 1970 and dealt specifically with the summer employment opportunities of Lethbridge students in three types of educational institutions: the Lethbridge high schools, the Lethbridge Community College, and the University of Lethbridge. While the focus of the report was on the availability of jobs and dollars earned this past summer as contrasted with the previous summer, a number of secondary questions was also explored. The determination of the types of related questions to be asked was made in consultation with representatives of the cooperating agencies and institutions. Thus, early meetings attempted to isolate these questions which have formed the basis for policies and practices in advertising, program planning, etc. For instance, there was a widespread assumption that the type of job preferred by females was different than that preferred by males although the nature of such difference was a matter of speculation. Similarly, it had been assumed that virtually all students were seriously looking for summer employment. Thus, numerous questions were formulated on the basis of the particular needs and interests of the cooperating agencies within the limits of what was considered an appropriate total number of items for inclusion in the questionnaire.

It was further recognized at the outset that a survey such as this, based solely upon data provided by students, can at best provide

only an incomplete picture of the employment situation for any time period. A second aspect of the project was therefore concerned with obtaining data from Southern Alberta employers who, of course, view student summer employment from quite a different perspective. While some of the same questions were asked of both students and employers, others were more specifically constructed to assess such questions as whether the number of summer jobs potentially available for students was being realized. That is to say, while it is undoubtedly true that broader economic forces play the major role in determining how many jobs a particular employer can make available to students, what he actually does within these parameters is an individual decision. His decision is in large measure influenced by the financial health of his business and by his attitudes stemming from his previous experience with student employees. Similarly, students could conceivably be limiting the number of jobs available to them by such factors as: their means of trying to locate jobs, their attitudes towards, and performance on, the job, their willingness or unwillingness to travel to distant points for work, and their reluctance to accept certain kinds of employment. The view from both vantage points therefore, was examined in an attempt to determine the extent to which all jobs potentially available to students were being filled by students.

While this project was made possible through a grant from the Alberta Government Department of Youth, the report is directed towards a broader range of institutions and audiences. It is to be hoped that the findings of this survey will be of value to all levels of government, be it Student, Municipal, Provincial, or Federal in providing a data base

from which realistic policies and programs can be generated. It is further hoped that other institutions, particularly those agencies cooperating in the present study, will gain some insights into this seldom researched field and be enabled to develop more viable programs and make modifications in existing ones on the basis of data rather than on the basis of previous practice or the best guess of an "expert".

Various agencies are admittedly vitally interested in the answers to certain questions related to their operations. However, if the questions of interest to all parties were asked, the questionnaire would have been quite unwieldy. Similarly, to fully explore even key questions would lead to an instrument of too great a length to expect carefully considered answers from the respondents. Priorities were therefore established with the result that some questions were explored only superficially. The basis for establishing priorities among questions was primarily the extent to which assumptions underlying present policy or practices (1) were open to empirical investigation and (2) were influential in determining those policies or practices.

A project of this scope of necessity required the cooperation, counsel, and use of resources of a larger number of diverse agencies and institutions. While thanks are due to representatives of the cooperating agencies and institutions listed on pages 3 and 4, the writers would like to single out the following individuals for a special vote of thanks: L. Keown, Research Officer, Department of Youth, and Mr. M. Brennan, C.M.C. The members of our resource committee, with whom we met during the planning stage, were of particular help in defining the scope and focus of the study and in providing specific suggestions on the construction of the

questionnaires. The membership of the resource committee was as follows:

A. Anderson	Mayor - City of Lethbridge "Honorary Chairman - Operation Placement"
W. Bowns	General Manager - Chamber of Commerce
G. Varzari	Chamber of Commerce Committee Chairman - Operation Placement
R. Miles	Advertising Manager - Lethbridge Herald
G. Litchfield	President - Trades & Labour Council
D. Jensen	Student Housing Officer University of Lethbridge
W. Harrison	Director Student Counselling - Lethbridge Community College
J. MacNeil	Director Placement - Lethbridge Community College
A. Brewer	District Youth Representative Department of Youth
G. Giduk	Student Union Representative University of Lethbridge
J. Wilson	Education Writer - Lethbridge Herald
R. Swihart	Reporter - Lethbridge Herald
F. W. Besplug	Manager - Canada Manpower, Lethbridge
J. Kanashiro	Senior Counsellor, Canada Manpower, Lethbridge
M. Brennan	Senior Counsellor, Canada Manpower, Lethbridge
B. Batty	Students Union - Lethbridge Community College

In addition to the formal committee members listed above we would also like to thank Mr. Jim Wilson of the Lethbridge Herald for his positive suggestions and support throughout the project. Further we should point out that the Lethbridge Office of the Canada Manpower Centre greatly facilitated the development and progress of the project through making

available information from their records and previous experience in this field.

The Student Placement Officers employed by the Lethbridge C.M.C. office provided a special service to the project in an early questionnaire review meeting. Their astuteness in pointing out our failure to include an assessment of casual employment probably allowed us to avoid one serious shortcoming of the study.

Thanks then are due:

Mr. J. Pupp

Mr. P. Calaycay

Mr. G. Pisko

Miss P. Lacey

Mr. G. Sabey

Mr. G. Grimes

At a time when governments are being criticized for the irrelevancy of their policies and programs, the Department of Youth deserves considerable credit for their concern with the development of an "empirical base" upon which future action programs might be grounded. The writers are particularly indebted to Mr. David Rehill, Mr. Larry L. Keown and Miss Norma Harper of the Edmonton office who made both their skills and the resources of its department readily available to us.

The data represented by Appendix D was provided in response to the last item of the student and employee questionnaires as follows: "Use the space below for any comments, criticisms, or suggestions you may wish to make related to student summer employment." Apart from some possible

cathartic value to the respondents, the answers to this open-ended type of question provide an overview of the salient attitudes of those disposed to air their views by this means. The comments represented should not be viewed as a random sample of all those completing the questionnaire for only those with some substantial content were included, and redundancy was reduced by the elimination of some comments. Also, those who choose to offer comments in this fashion undoubtedly differ somewhat with respect to attitudes from those who do not offer comment.

The data has been organized into employer and student categories with the students being further sub-divided by sex and level of education. The protocols serve to highlight the range and intensity of positive and negative feelings of some individuals. In addition we were impressed with the number of positive and constructive suggestions; suggestions which we trust will receive serious consideration by those in a position to do so. While all of the statistics presented in this survey may neatly describe what occurred during the summer of '70, they should not be read to the exclusion of this Appendix. This section more than any other part of the report brings one into touch with the feelings, frustrations, despair and optimism of Southern Alberta students trying to further their education by way of making inroads into the summer job market. In some respects it is the most insightful section of the report.

SUMMER EMPLOYMENT - PAST - PRESENT - FUTURE

This section of the report was intended to focus on the assessment of student employment this past summer as contrasted with the previous year. It was also considered important to attempt a prediction of the summer employment prospects for the upcoming summer. Such predictions are at best shaky, involving as they do many assumptions with respect to the state of our economy and potential government policy and program changes, all of which can profoundly influence the economy. For that matter the weather in Southern Alberta may to a degree determines the state of the job market for students this coming summer. Similarly, to the extent that the job market is influenced by the number of students seeking employment the expansion or contraction of student financial assistance programs will further alter the picture. For these reasons any predictions should be viewed as tentative and subject to revision in the light of subsequent changes in the economic picture.

Particular care was exercised in ensuring that the comparison between the employment situation of the previous summer and the current year was valid. The fact for instance, that last year's Grade 12's, last year's second year college students, and last year's graduating university students were not available for sampling in the present study would make any comparison at their education levels spurious. Therefore the year to year comparison to be presented involves Grade 10 and 11, first year college, and the first three years of university. In order to clarify the way in which the comparison was made we offer the following example. If one were interested in the earnings of Grade 11's last year as contrasted to Grade 11's

this year, the comparison would involve the earnings of this year's Grade 11's with the previous year's earnings of this year's Grade 12's.

Similarly, first year university students were compared with the last year's earnings of second year students. The three measures chosen to evaluate the employment situation in these two summer periods were (1) dollars earned, (2) hours worked, and (3) average hourly wage.

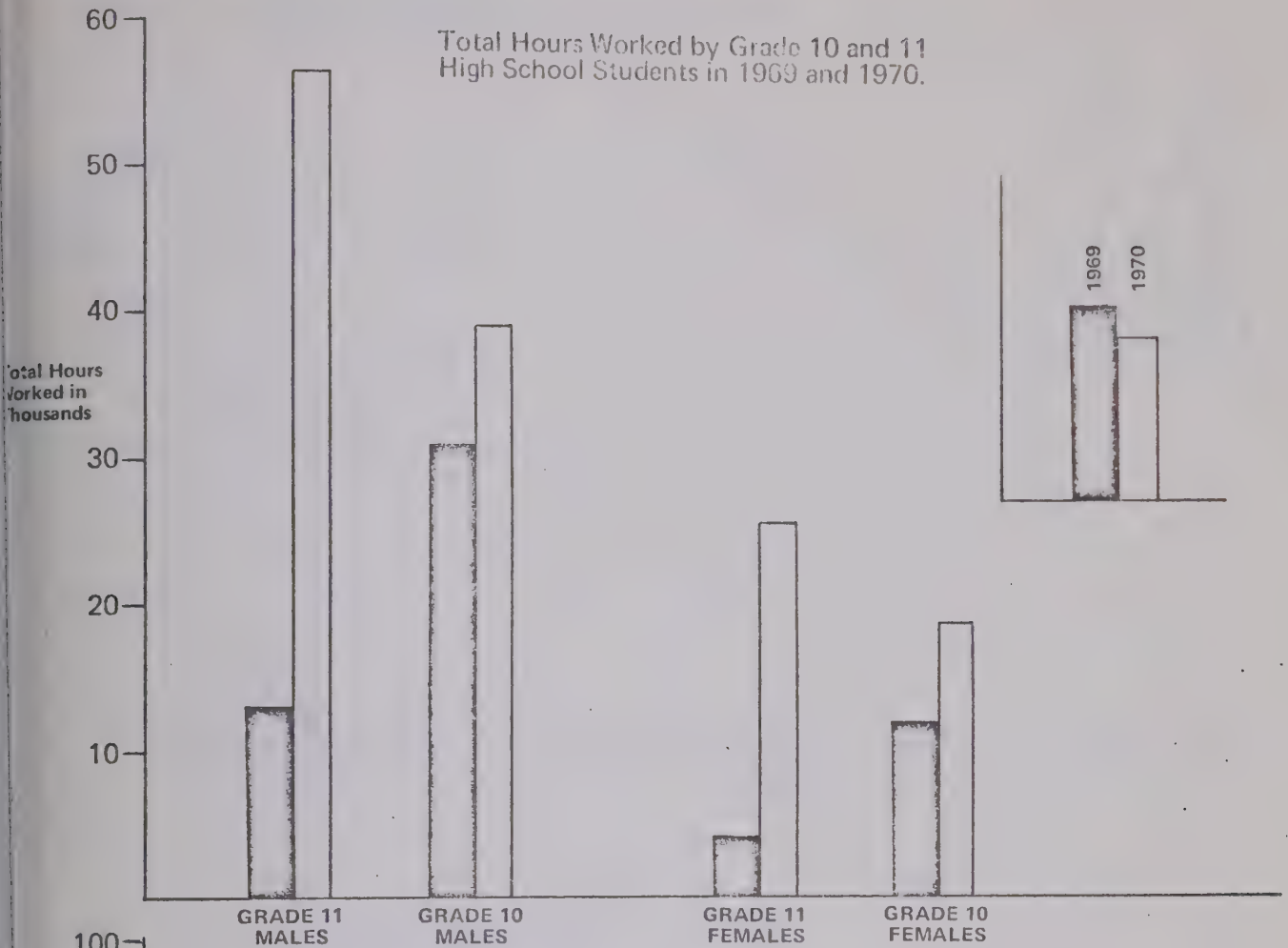
As a general statement summarizing the employment situation for the summer of 1970 as contrasted with that of 1969 we would offer the following:

Students, both male and female at all three levels of education, earned more money and worked more hours in the summer of 1970 than previously. In short, by these measures, it was a very good year. With reference to Figures 1, 2, 3, 4, 5, 6, it is evident that the "adjusted" comparison procedures described above still reveal significant gains in earnings and hours worked for all groups. Thus, the favorable but spurious statistics presented in Table 1 (Appendix A) generate the same conclusion even with the removal of last year's Grade 12, last year's second year college students and last year's graduating university seniors from the comparison.

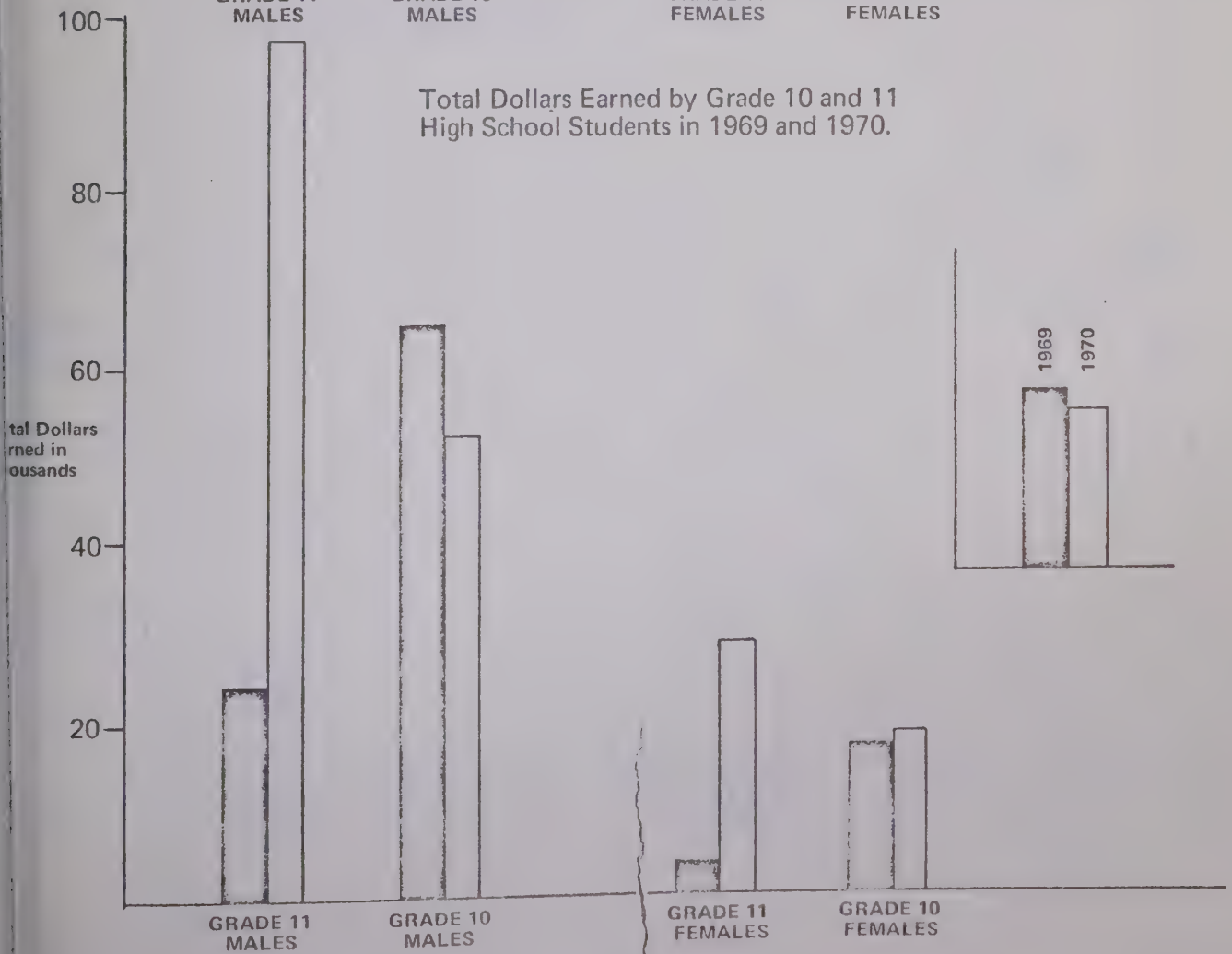
What is particularly alarming about the comparison between the summers of 1969 and 1970 is the average hourly rate of pay earned by students. The data of Table 2 (Appendix A) uncorrected for graduating seniors, shows a sharp drop in the average hourly rate for almost all of the groups. These percentage figures are the more surprising in that the inappropriate inclusion of graduating seniors would distort the data in the direction of an increase. It would suggest that with those groups removed, the drop would be even sharper. Reference to the percentage increase or decrease in hourly rates

FIGURES 1,2

Total Hours Worked by Grade 10 and 11 High School Students in 1969 and 1970.

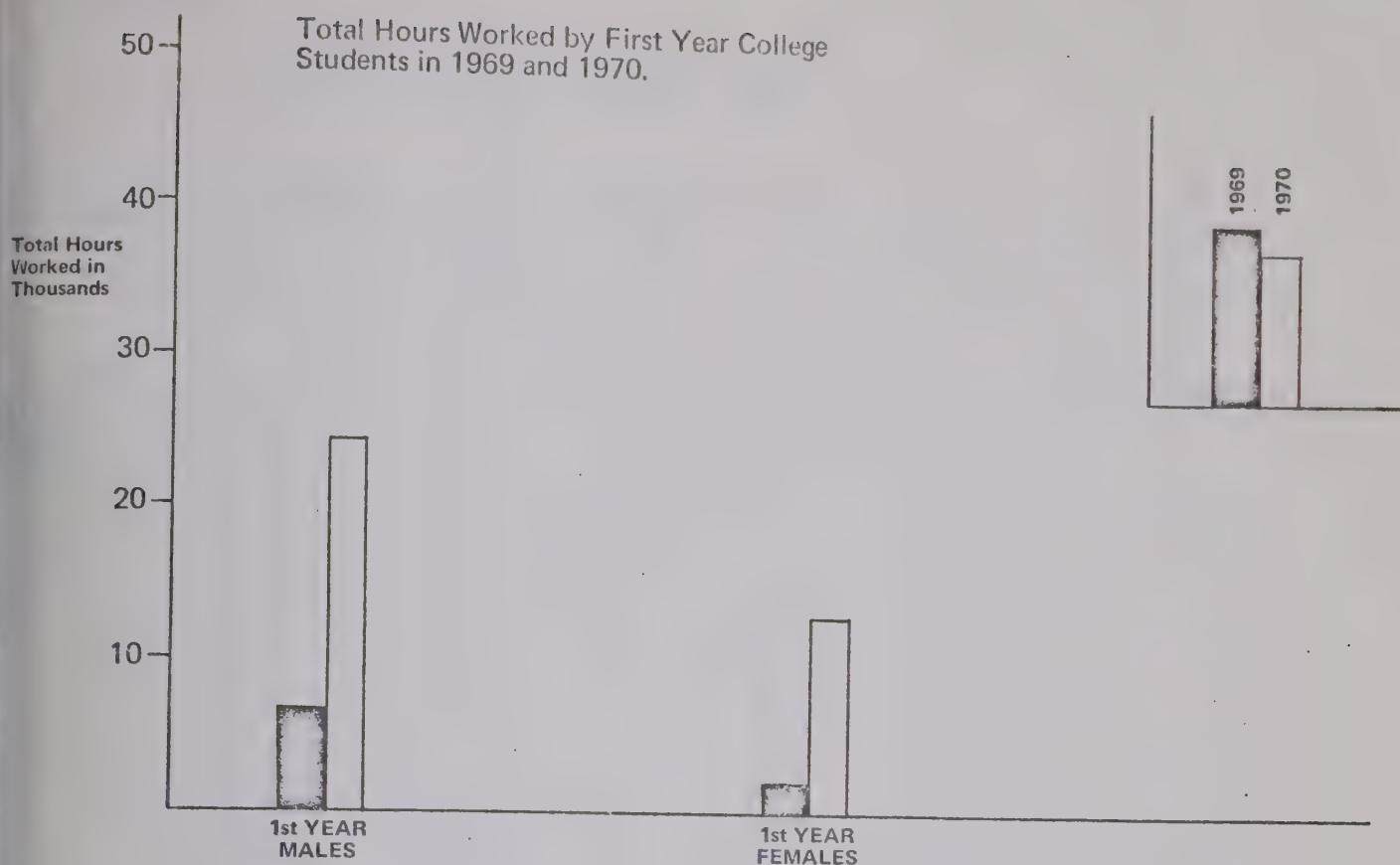


Total Dollars Earned by Grade 10 and 11 High School Students in 1969 and 1970.

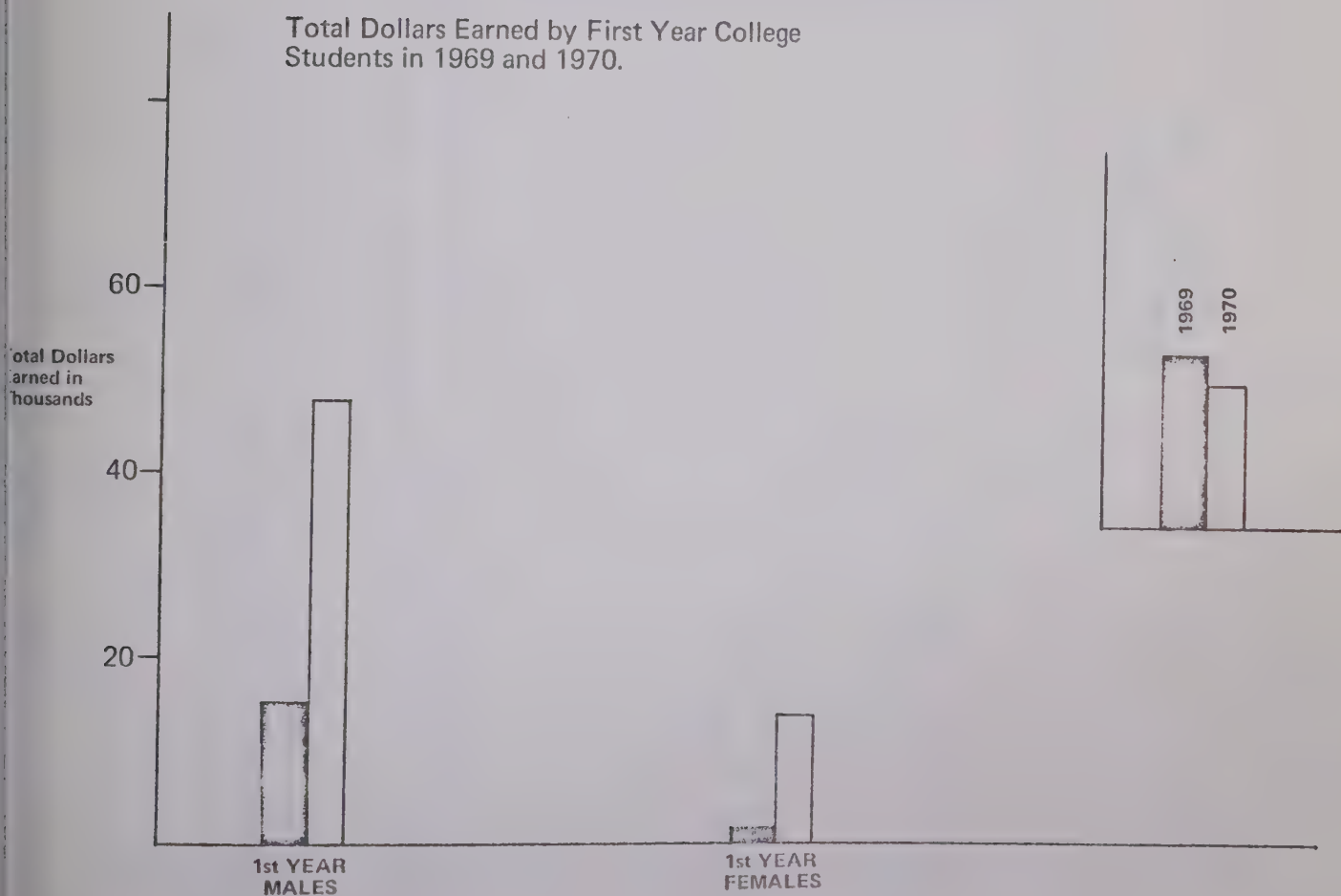


FIGURES 3,4

Total Hours Worked by First Year College Students in 1969 and 1970.

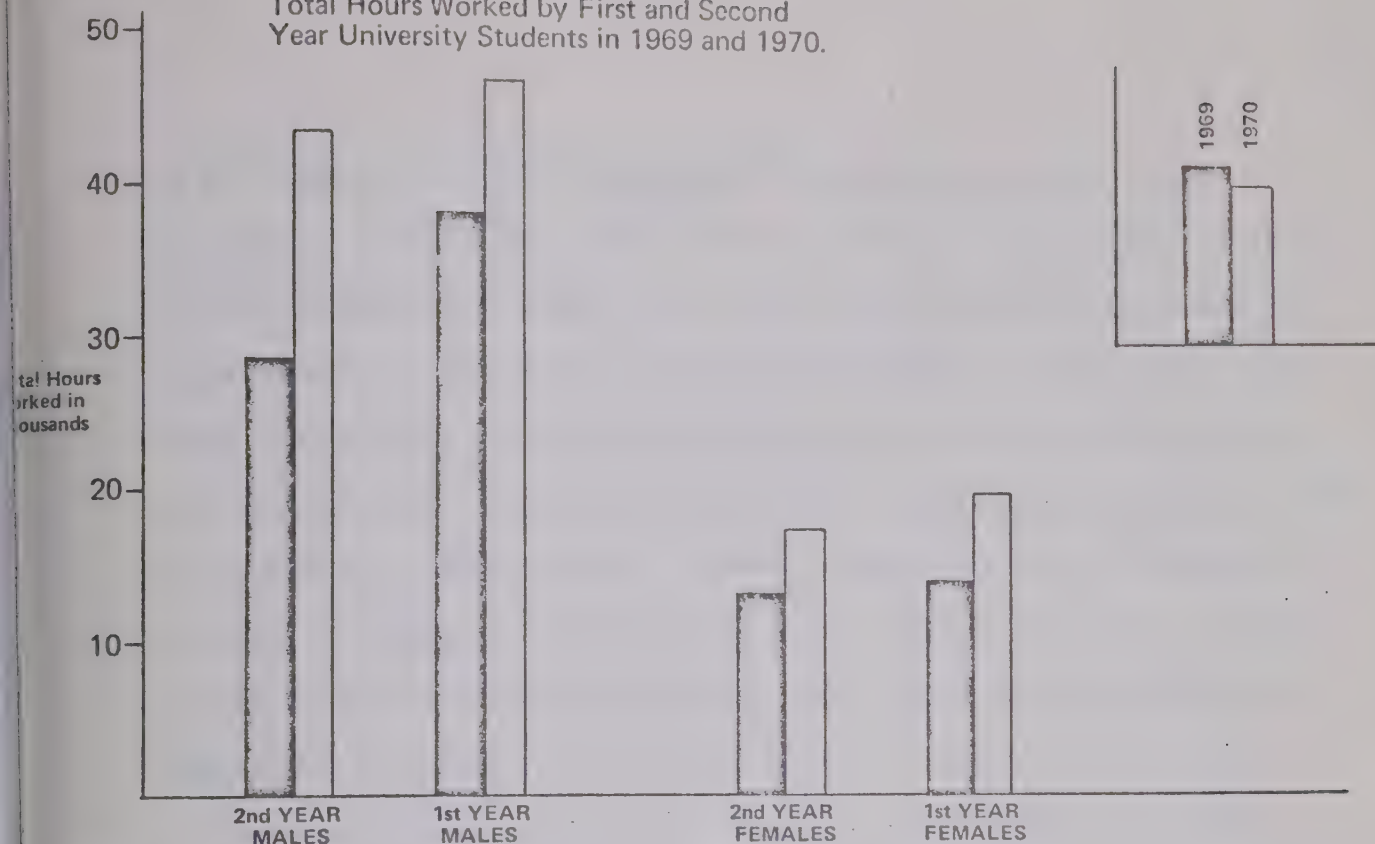


Total Dollars Earned by First Year College Students in 1969 and 1970.

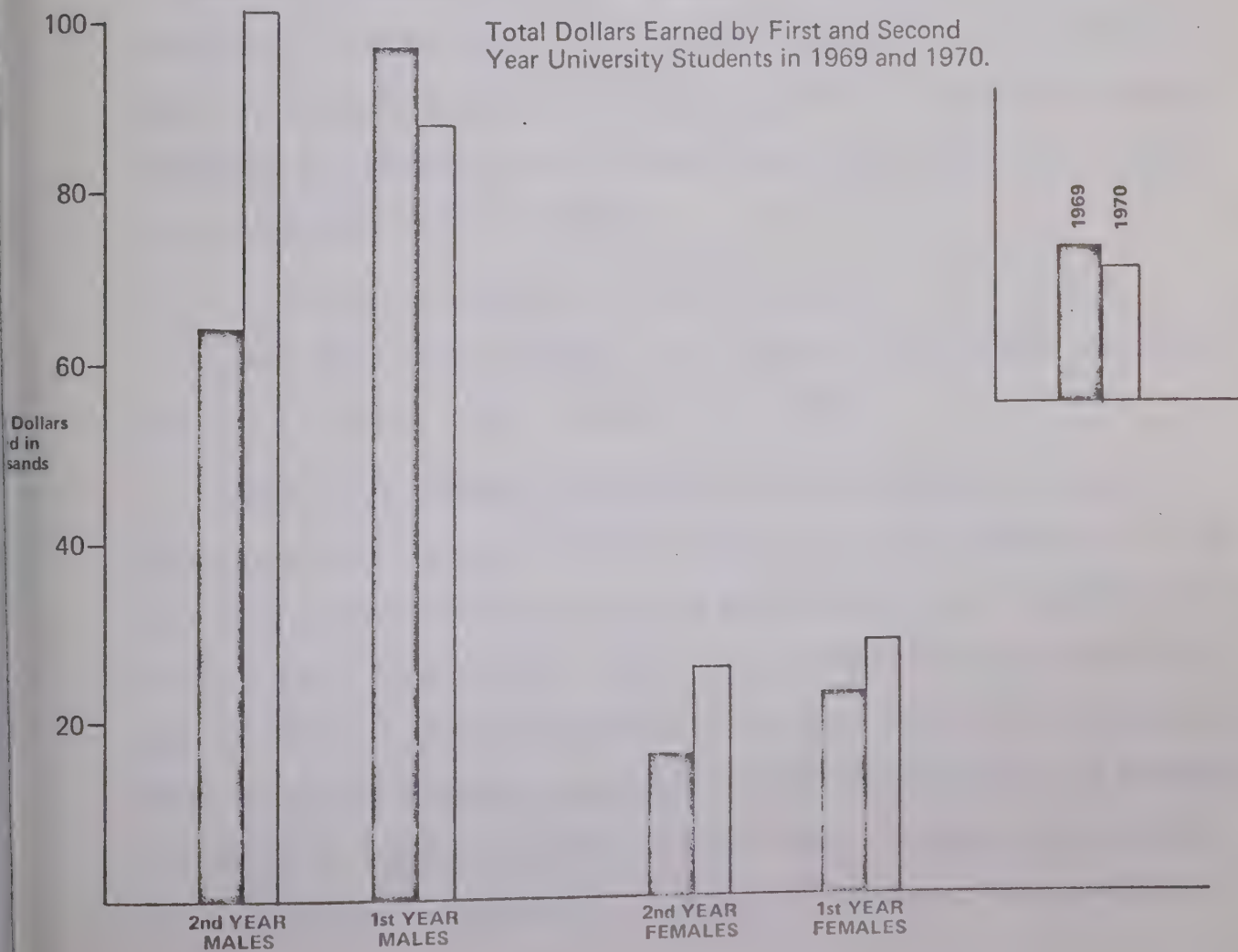


FIGURES 5,6

Total Hours Worked by First and Second Year University Students in 1969 and 1970.



Total Dollars Earned by First and Second Year University Students in 1969 and 1970.



of pay depicted in Table 1 (Appendix A) would indicate even larger percentages in this more valid comparison. What is particularly striking is the incredibly low hourly rates of pay, particularly those earned by female students. Given that we have adult minimum wage legislation one might legitimately ask why these standards, for the most part, are not even approximated. The sharp drop in hourly rates of pay suggests at least two plausible interpretations. Firstly, there may well be a tendency on the part of employers to hire students for precisely the reason that they may not have to pay them a competitive rate, given that the student is pressed for a job and the job market seems, at least from the students perspective, to be over-supplied. When one realizes that the average hourly rate of pay for most of the student categories in this study falls below that required by the minimum wage law, one has to ask what measures government is presently taking to ensure their being adhered to. It would be a recommendation of this report:

...that the responsible governmental department take steps to ensure that where student employees are covered by minimum wage legislation that they be paid at a rate consistent with that law.

While it is somewhat gratifying to see that student earnings and hours worked have increased from the summer of '69 to the summer of '70, it is thoroughly disconcerting to note the significant drop in the hourly rates of pay involved in those jobs. While it is possible that the expansion of jobs has been such as to include many of the lower paying jobs, as suggested below, an equally plausible explanation is that employers find the availability of students an inducement to hire them for less. Our firm impression is that both factors are operating in the present instance. For this reason

we make the following recommendation:

....that a set of proposed or suggested wage guidelines be established by the provincial government covering the various classifications of full and part time summer jobs. These guidelines may not of necessity be too specific and probably would have their greatest impact in the area of casual jobs. That is to say, babysitting, grass-cutting, fence painting, etc. are jobs for which inexperienced employers (often housewives) have not the vaguest idea as to what an appropriate wage might be. The fact that such wages are only suggested is in no way binding on such employers, yet it offers them the benefit of knowing what at least a government agency would consider a fair wage. Jobs for which the earnings are usually higher such as construction jobs, clerking, or the food industry, often have union wage scales, or employers have access to, or knowledge of, what other firms typically pay.

Throughout the entire summer of 1970, there was a widespread attitude in employment circles that summer jobs were particularly hard to come by, even more so than in the previous year. In view of the prevalence of this attitude it seems reasonable to assume that employers generally viewed the job market as being decidedly in their favour. This perception of the summer as being a buyers' market may well have resulted in an exploitive approach to student summer employment involving lower hourly rates of pay and with employers secure in the knowledge that if the students objected or quit, replacements could always be found. The situation of many students who might perceive themselves to be in such circumstances can only be described as desperate. Students may have been more concerned with simply getting a job and less interested in the salary and thus quite vulnerable.

Given the urgency felt by most students who need financial earnings during the summer to continue their education, it is not inconceivable that some unscrupulous employers would exploit this situation. While the publication of the suggested guidelines recommended above can in no way ensure that such exploitation does not take place, it does remove ignorance of what is an acceptable wage as an explanation on the part of the employer as to why he might be paying an unfairly low wage. This, coupled with the advantage of providing new employers of casual workers with a starting point for establishing a proper wage would in our opinion justify the publication of such guidelines by the government.

A second plausible explanation alluded to above for the lower rates of pay enjoyed by students this past year as contrasted with the previous year, would suggest that students are increasingly taking jobs which traditionally pay very little. What comes to mind are jobs such as baby-sitting, gardening and a variety of casual jobs, all of which pay incredibly low wages. It may be that the expansion of a student summer job market beyond a certain point is disproportionately into areas of lower paying jobs. If this is the case then the increase in hours worked this past summer would be consistent with this explanation. It should further be borne in mind that the hourly rates referred to above are averages and that perhaps half of the sample in each case is making less than the average wages indicated (see Table 1, Appendix A).

The apparent inconsistency between the present favorable report, at least in terms of dollars earned and hours worked, and the general impression that job prospects during this past summer were considerably more bleak than

during the previous summer could conceivably be explained by the possibility that significantly more students were looking for employment in this current summer. While this study did ask students how hard they actually tried to find a job, no assessment of motivation in the previous summer was undertaken. Thus, data is not available in support of either there being more students looking for jobs or that the students tried harder to find work. Our evidence will only allow us to state that the students in our samples fared better by two of our three measures. Although a substantial number of jobs was turned down by students this past summer (see Table 3), the comparison with the number of jobs turned down in the previous summer is again lacking and no conclusion with respect to there being more or fewer jobs can be drawn. This particular item relates instead to a widespread suggestion that students decline many offers, particularly early in the year, in hopes of a better offer. In point of fact, most job offers are declined late in the spring at the start of the work period. This question is discussed in some detail later in the report.

Finally, whether the summer employment situation in any given summer is best described as good or bad is only partly a function of how many jobs are available. The number of students relative to the number of jobs is really what determines the goodness or badness of summer employment. Thus, 10% fewer jobs in a given year coupled with a 20% reduction in the number of students looking for work might result in that year being classified as "excellent" for students seeking summer employment. It bears repeating that while the summer employment situation would be described as excellent by two of our three measures, quite a different description might well be applied given another measure not taken in the present study.

Thus, while more money was earned from longer days of employment, had there been a considerable increase in the number of students on the summer job market, the total situation might well be better described as "poor" compared to the previous summer. The fact that approximately 40%-50% of the total student employment hours resulted from employment in the previous summer (see Figure 16) would allow this possibility.

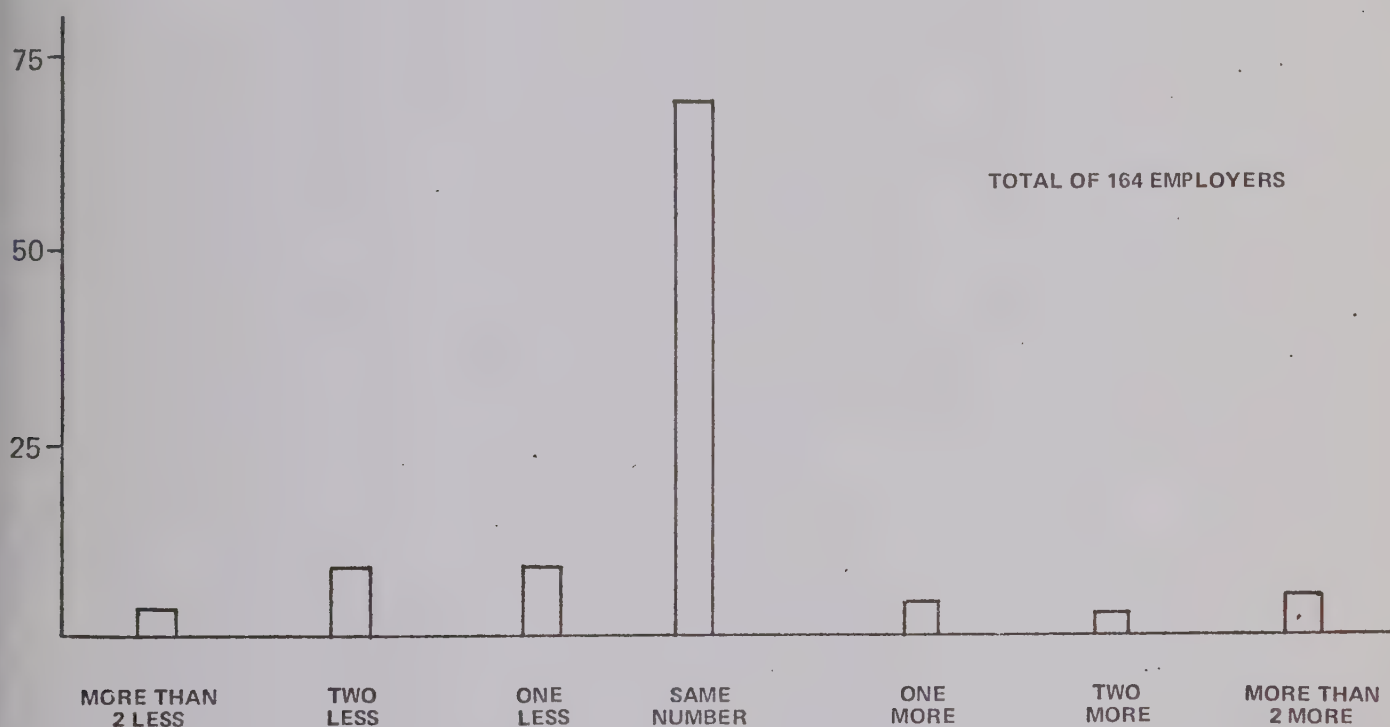
. . . . THE FUTURE

Economic predictions are notoriously inaccurate and one engages in such predictions only at considerable risk. It was felt however that at least some assessment of employment opportunities for the summer of '71 should be attempted. Figure 7 depicts the responses to a question asking employers how many openings they anticipate for students, given that economic factors remain constant until next year. The response distribution is skewed in a direction indicating fewer employment opportunities will be made available in the summer of '71. It should further be borne in mind that this data was collected in the month of September, 1970 and that subsequent changes in the economic picture and outlook for the future may either accentuate or modify this trend. The record unemployment figures of this past winter would suggest that the situation will be further aggravated and even fewer jobs made available than that suggested by the trend presented in Figure 7. In summary, it is our prediction that:

....substantially fewer jobs will be available to students in the summer of '71.

FIGURE 7

If economic conditions in Canada were to remain the same through next summer, how many summer job openings would you expect to have available for students next year?



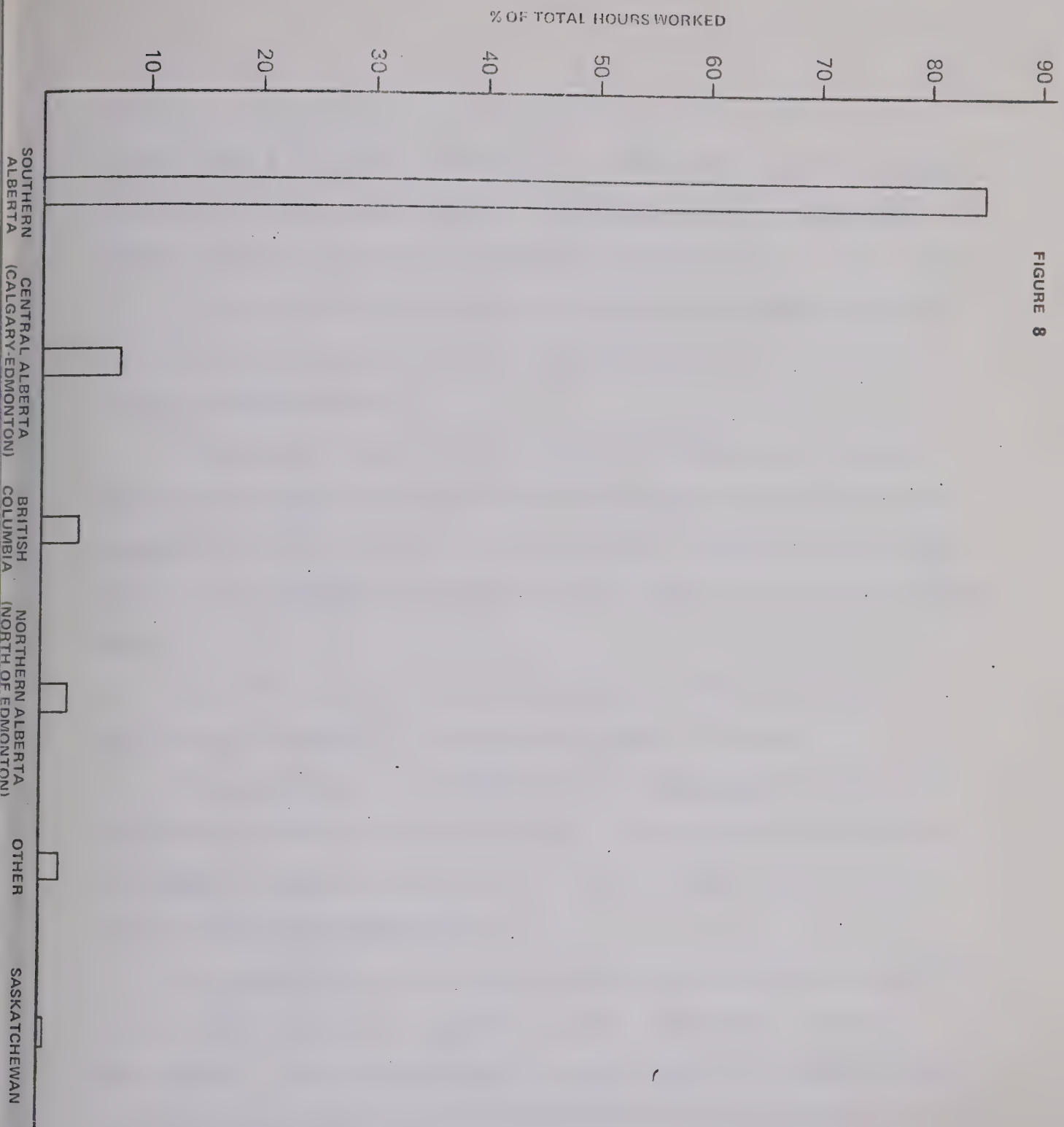
....We would emphasize at this point that our prediction, as with any prediction in this area, is at least, tenuous. Changes in any one of a host of potentially influential factors could completely reverse or intensify our gloomy forecast.

DIMENSIONS OF SUMMER EMPLOYMENT

Where students work

Although the students sampled in this study were all in full time attendance at Lethbridge institutions, it is recognized that many reside permanently at points well beyond southern Alberta, indeed beyond provincial boundaries. Most, if not all such non-Lethbridge residents return to their permanent homes for the summer. Taking this fact into consideration in interpreting the results depicted in Figure 8 led us to conclude that students are, geographically, essentially immobile as a work force during the summer. With 85% of the total work hours spent at jobs in southern Alberta it is clear that the student work force is virtually static in terms of mobility. During the past summer, the writers became aware of significant differences in the summer employment situation between the Edmonton, Calgary and Lethbridge regions. Numerous informal discussions with students and employers led us to the impression that the Edmonton area held a fair promise of student employment. Calgary evidenced somewhat less employment opportunities and the Lethbridge region suggested the poorest prospects. Regions within the province differ markedly in the extent to which they are industrialized or agricultural, and job opportunities in these regions will be affected by the economic health of those sectors. If our impressions of regional employment disparities were indeed true, then some migration of students to the more promising areas would be indicated. It would seem clear that students willing or able to travel could benefit

FIGURE 8



from at least a provincial overview of the employment situation. To our knowledge, the only agency capable of implementing such a program is Canada Manpower. We therefore recommend the following:

....that C.M.C. assess and announce the student summer employment opportunities existing in their administrative regions across Western Canada on a weekly basis.

These reports should be organized so that comparisons among the various regions can be made by students travelling or considering summer migration in search of work. The fact of there being surprisingly little mobility among students in the present study prompts the writers to suggest that:

....C.M.C. further consider arrangements whereby summer job referrals can be made from one employment region to another.

This would allow the student to have a reasonable expectation of a job when he arrives at a distant point. Such arrangements may further be expanded to allow the local C.M.C. office or company representative to do the screening and selection.

The possibility of providing increased student mobility during the summer months impresses us as having far more than merely financial implications. While the employer in an under-supplied job market clearly stands to benefit directly, considerable educational and recreational value also accrues to the students. We view travel as an important part of education and for this reason we would heartily endorse any attempts at increasing mobility by the procedures suggested above or other feasible alternatives.

Who employs students

Throughout the report, it is evident that females do not fare as well as males at all levels of education, notwithstanding the fact that more males than females were sampled in the study (see Table 4, Appendix A). By way of facilitating a comparison across all types of employers, a percentage figure of the total male and female student employment hours was used. The use of such a percentage index should not be construed to suggest any degree of parity between the sexes with respect to hours of employment for this was clearly not the case. The distribution shown in Figure 9 indicates an enlarging employment role for private industry and a declining contribution by all levels of government and our educational institutions. Further, with respect to Figure 9 it is evident that from 2 to 3½ times as much employment is found with private industry as compared to all other types of employers combined. At a time when Federal and Provincial monies are being increasingly channeled into student loan programs at an alarming rate, it is distressing to see an actual decline in government work programs for students. While we cannot speak for all students, it is our guess that they may well prefer increased work opportunities as a means to furthering their education, thus avoiding a burden of debt upon graduation with the potential horrors of compound interest and future involvement with the "collection" industry.

Figures 10, 11, 12, 13 and 14 present the percentage of total student employment hours for males and females within each of the five types of employers. It is clear that within the Federal government, increasing levels of education from high school through college to

FIGURE 9

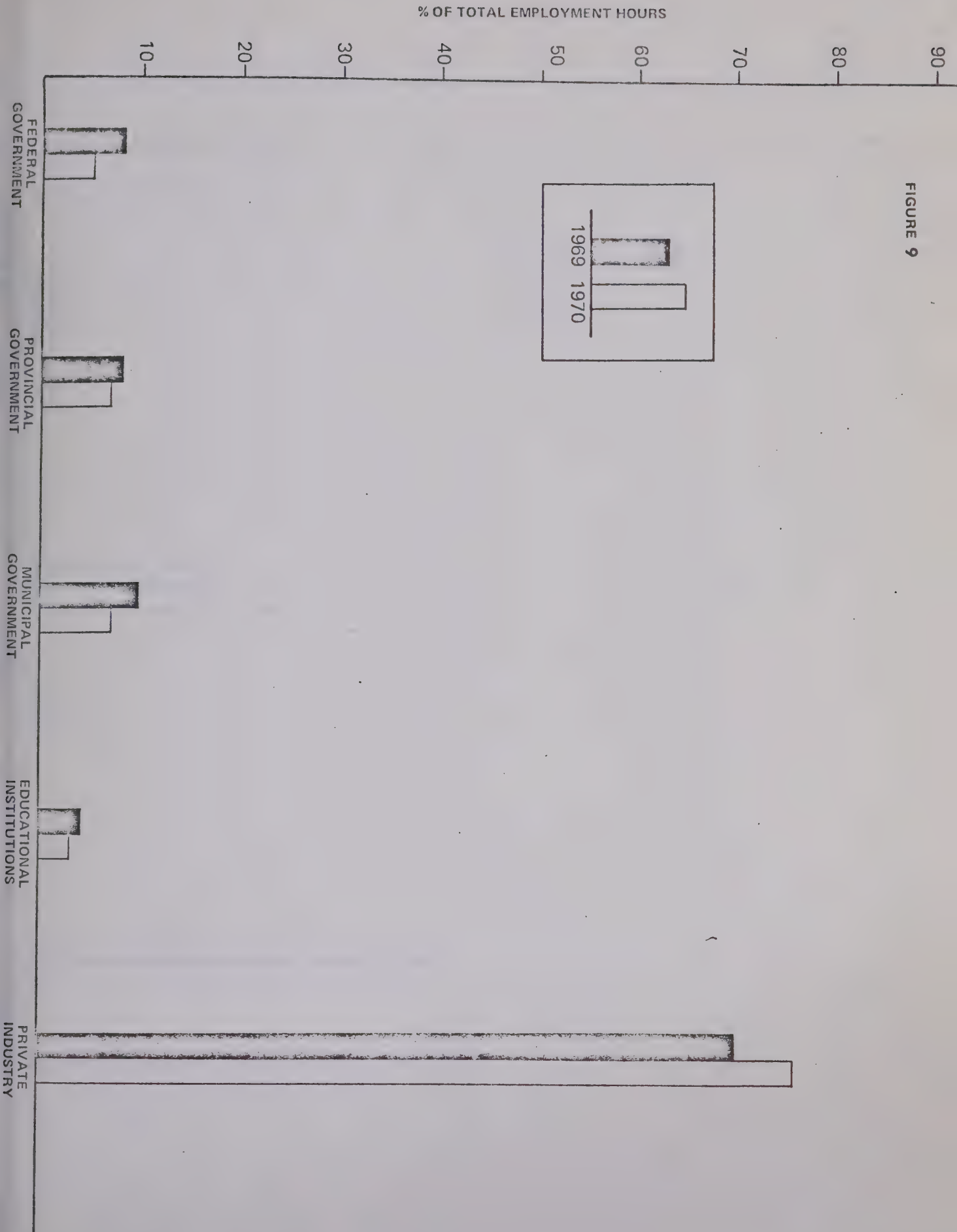


FIGURE 10

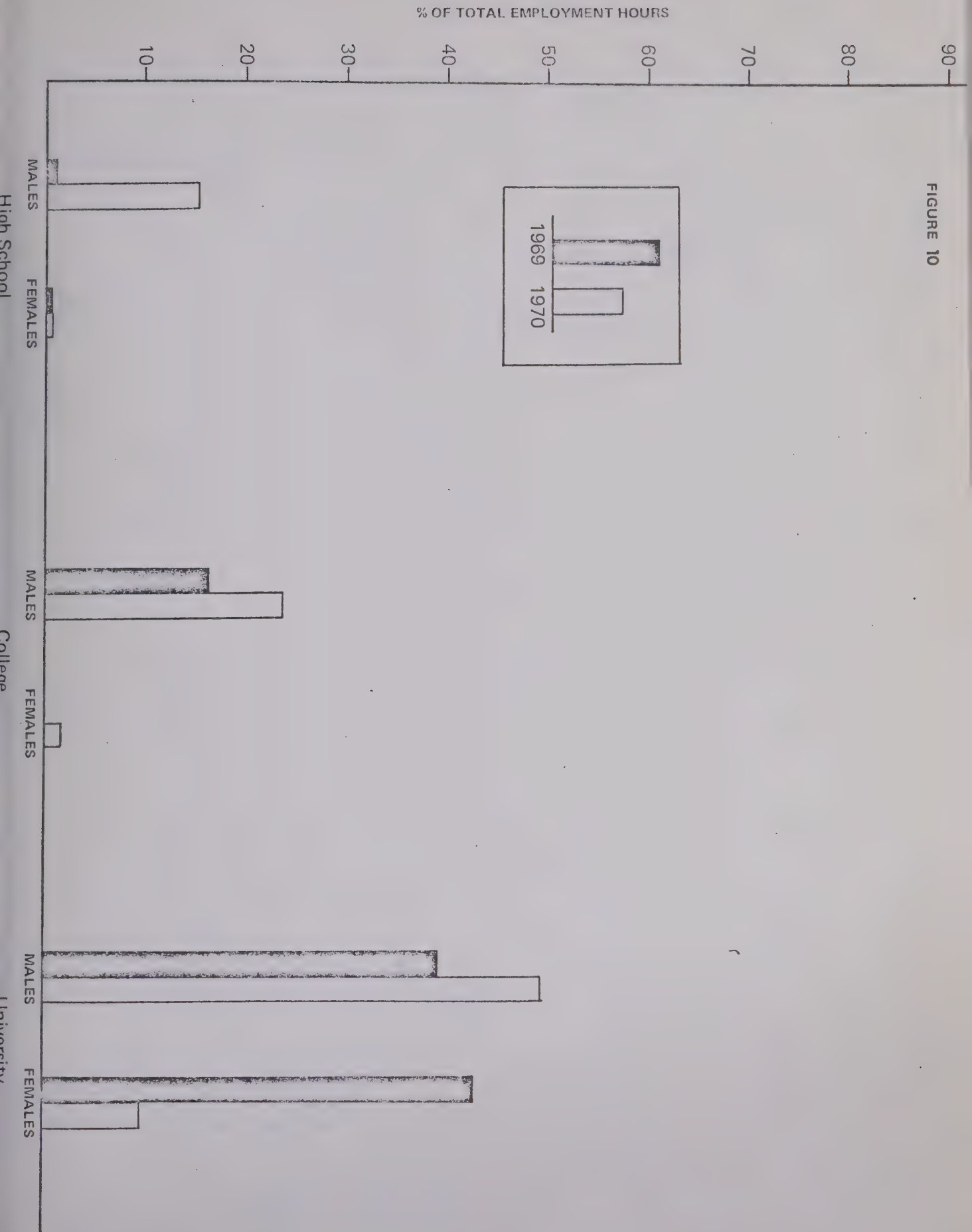


FIGURE 11

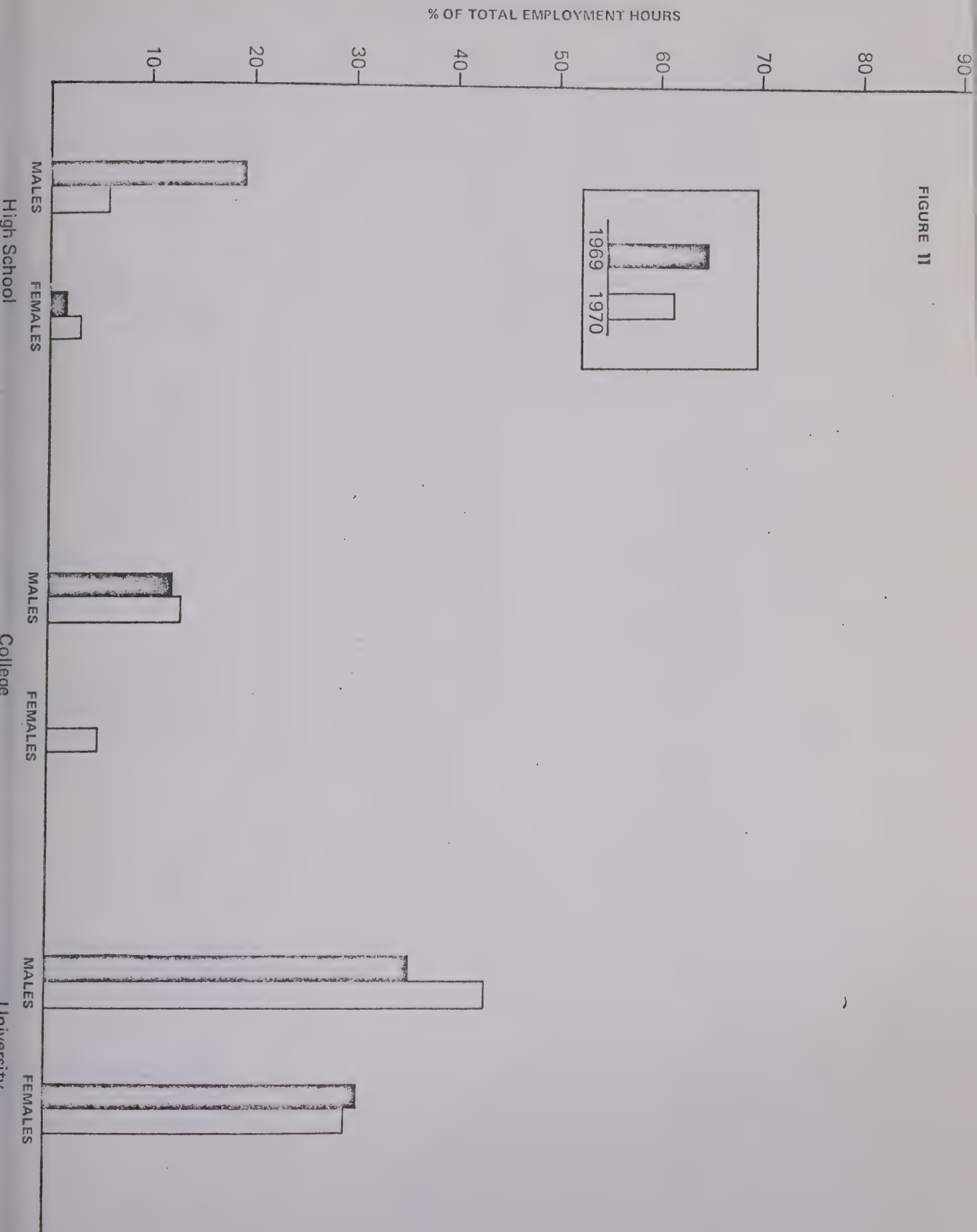


FIGURE 12

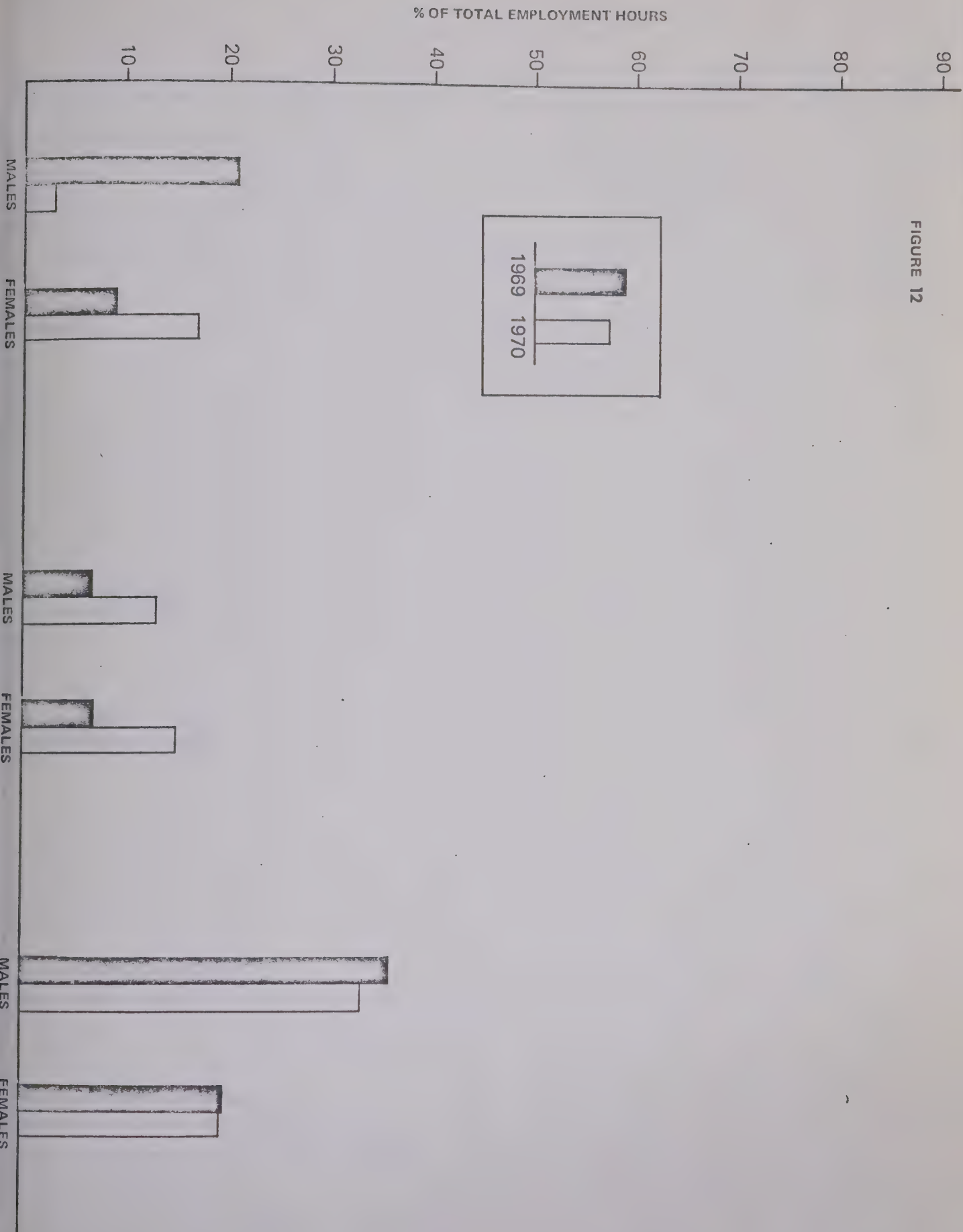


FIGURE 13

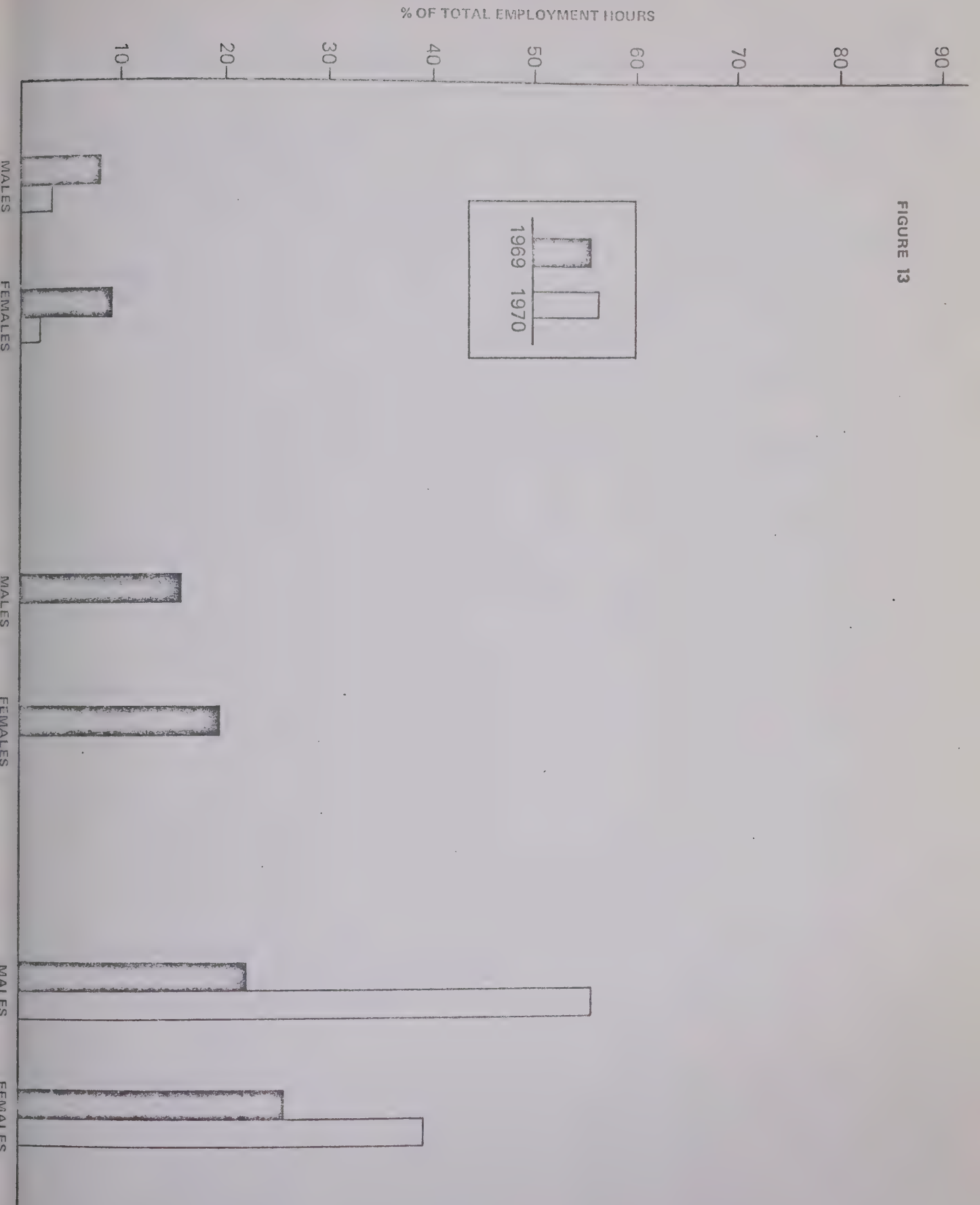
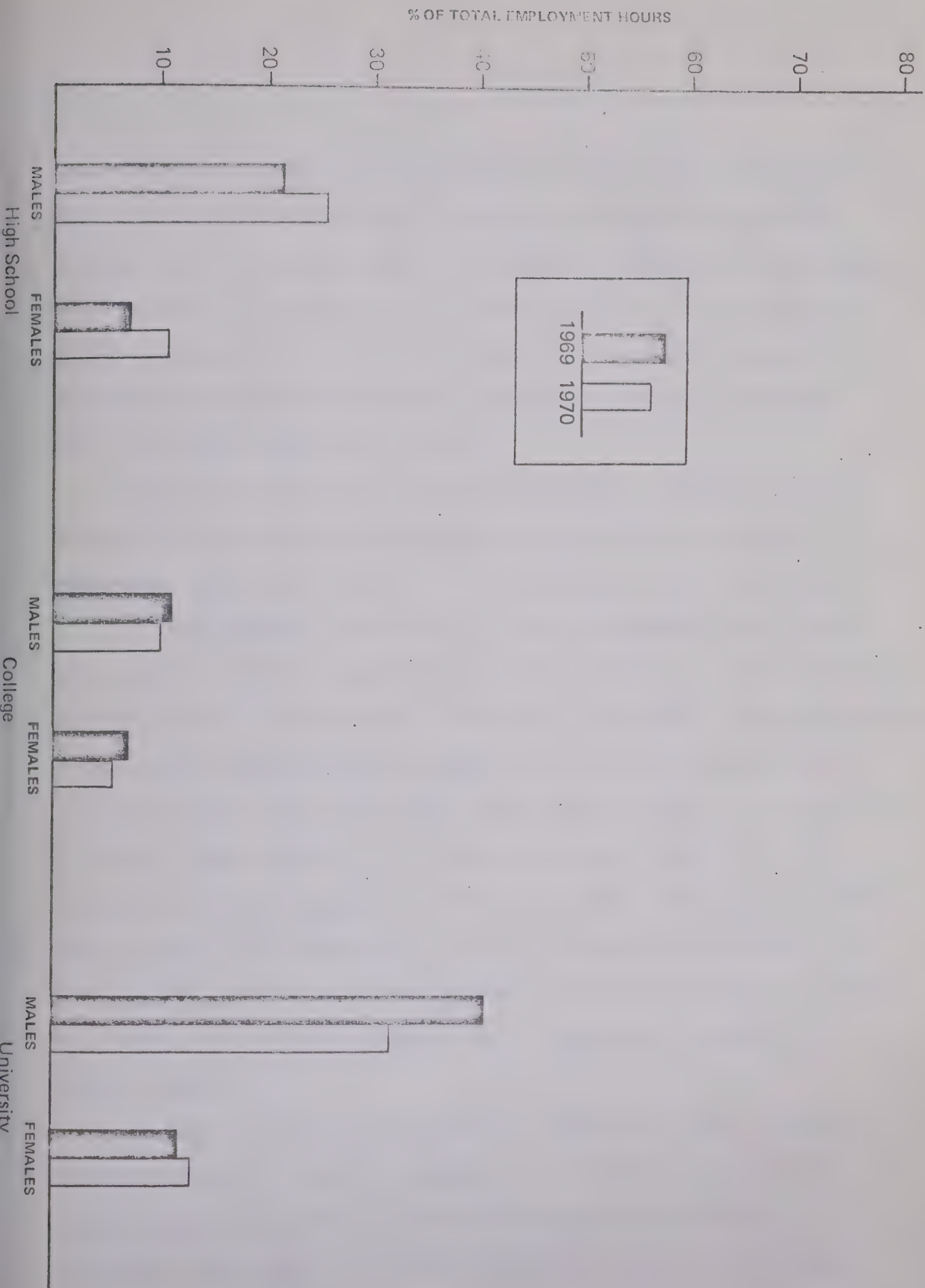


FIGURE 14



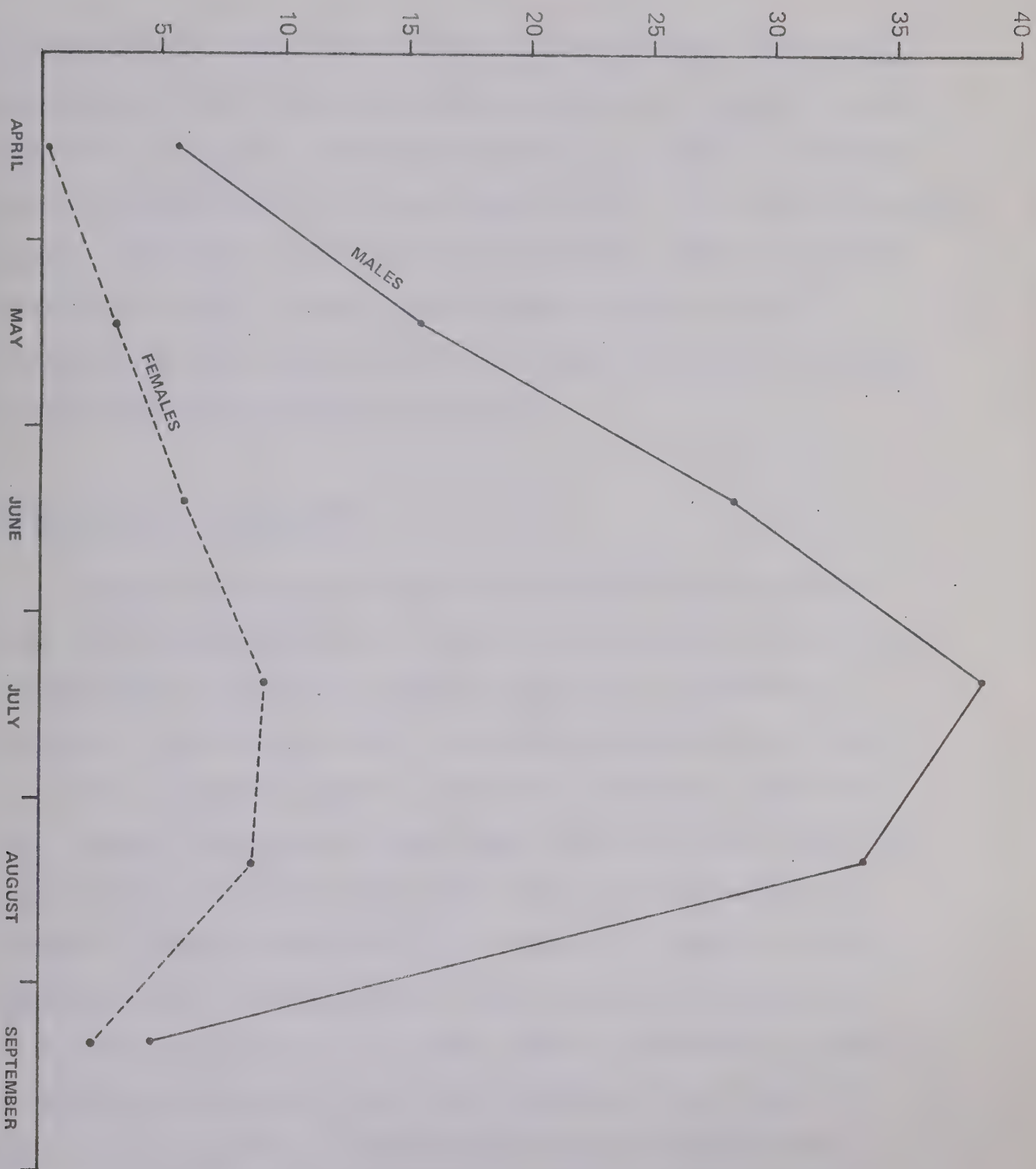
university have resulted in increased hours of employment. A tendency from 1969 to 1970 has been one of increasing the employment available to males, with a surprising drop in employment of university females from 42.5% in 1969 to only 10% in 1970. With respect to the distribution of student employment hours within the provincial government, Figure 17 indicates that university students, both male and female are favoured over high school and college students.

Figure 15, with levels of education combined, presents the total number of hours of work made available to students as estimated by employers. Note however, that the male and female sample sizes differ.

A more equitable distribution of student employment hours exists with respect to Municipal governments. While university students are still somewhat favoured, as indicated in Figure 12, high school students and college students have a larger share of summer jobs. The distribution of total employment hours within educational institutions is depicted in Figure 13. A striking change is noted in the university sample from 1969 to 1970 during which time the employment of males more than doubled with a parallel 50% increase in the employment of university females also evidenced. The distribution presented in Figure 14 shows again that university males and to a degree, high school males, dominate the employment situation in private industry.

It should be noted with reference to the column headed "Average hours per Student" on Table 1 (Appendix A) that both males and females worked longer as one moves from the high school level to college to university. The graphs cited above involve the total employment hours

TOTAL HOURS
(IN THOUSANDS)



Employers estimates of total hours of work provided to students.

which in the case of high school students is considerable. However, while approximately 177,000 hours were amassed by high school students, it took 1540 of them to generate that number of hours as contrasted to the sample sizes of 220 in the case of college students and 577 in the case of university students. These differences in sample size should be borne in mind when interpreting the data. Indeed, had the sample sizes been equal or adjustments made, the differences between university students and the other two categories would have been more striking.

Influences from previous summer

By way of estimating the extent to which jobs held by students in one year are carried over to a following year, the percentage of present employment hours resulting from previously held jobs is presented in Figure 16. It would seem that with the exception of high school females, close to 50% of students worked at jobs which originated in the previous year. The fact that only 9% of the students report that their current job originated with an employer promise from last year is not necessarily inconsistent with the above finding (see Figure 17). Rather, it would suggest that only a few employers are able to definitely promise a job for the following year, but in fact when they are subsequently contacted by individual students, that job is made available to the student. In view of the data to follow, describing essentially a very favourable employer outlook toward students, one would not expect any substantial turnover of students by individual employers except where the student doesn't apply or has graduated.

FIGURE 16

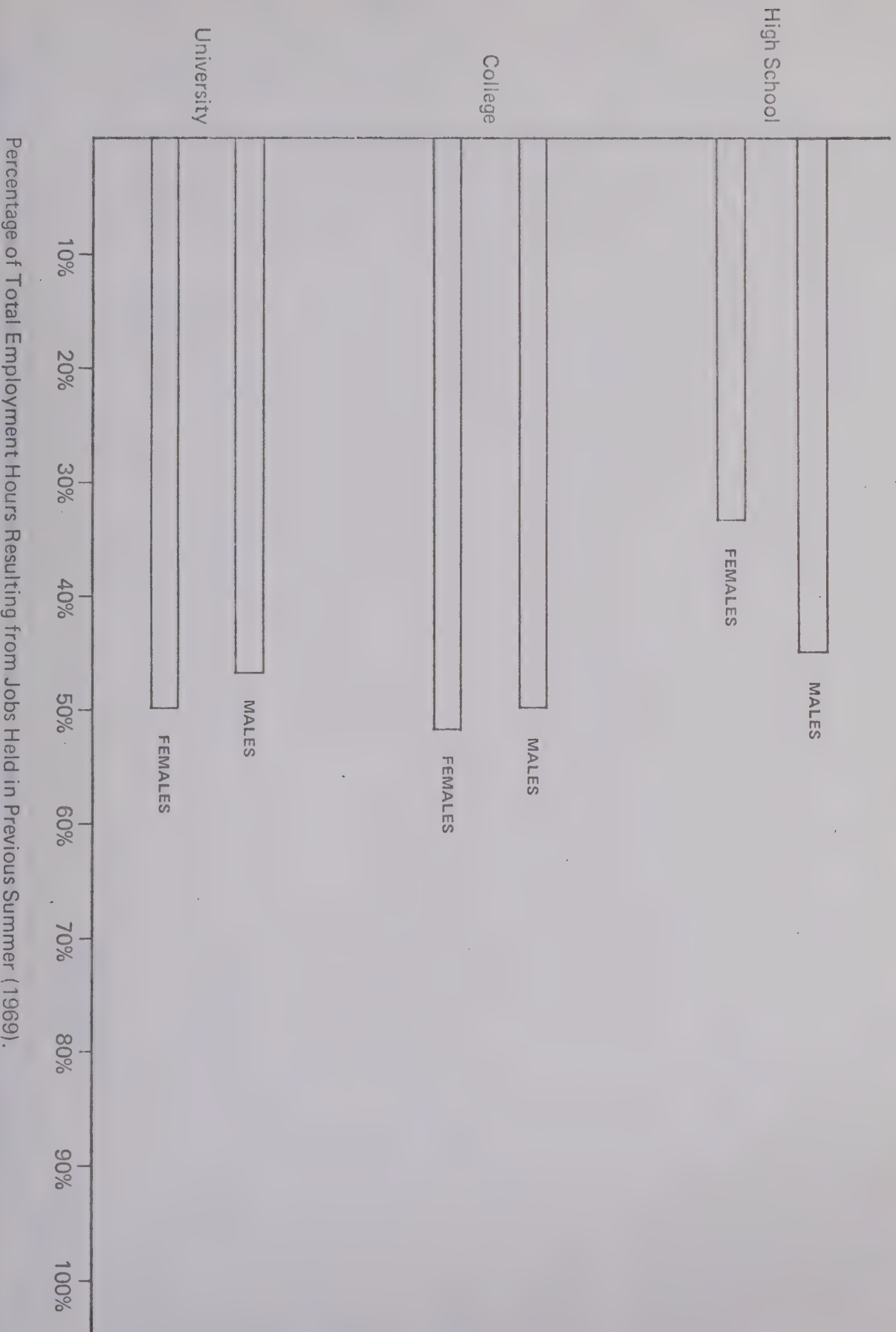
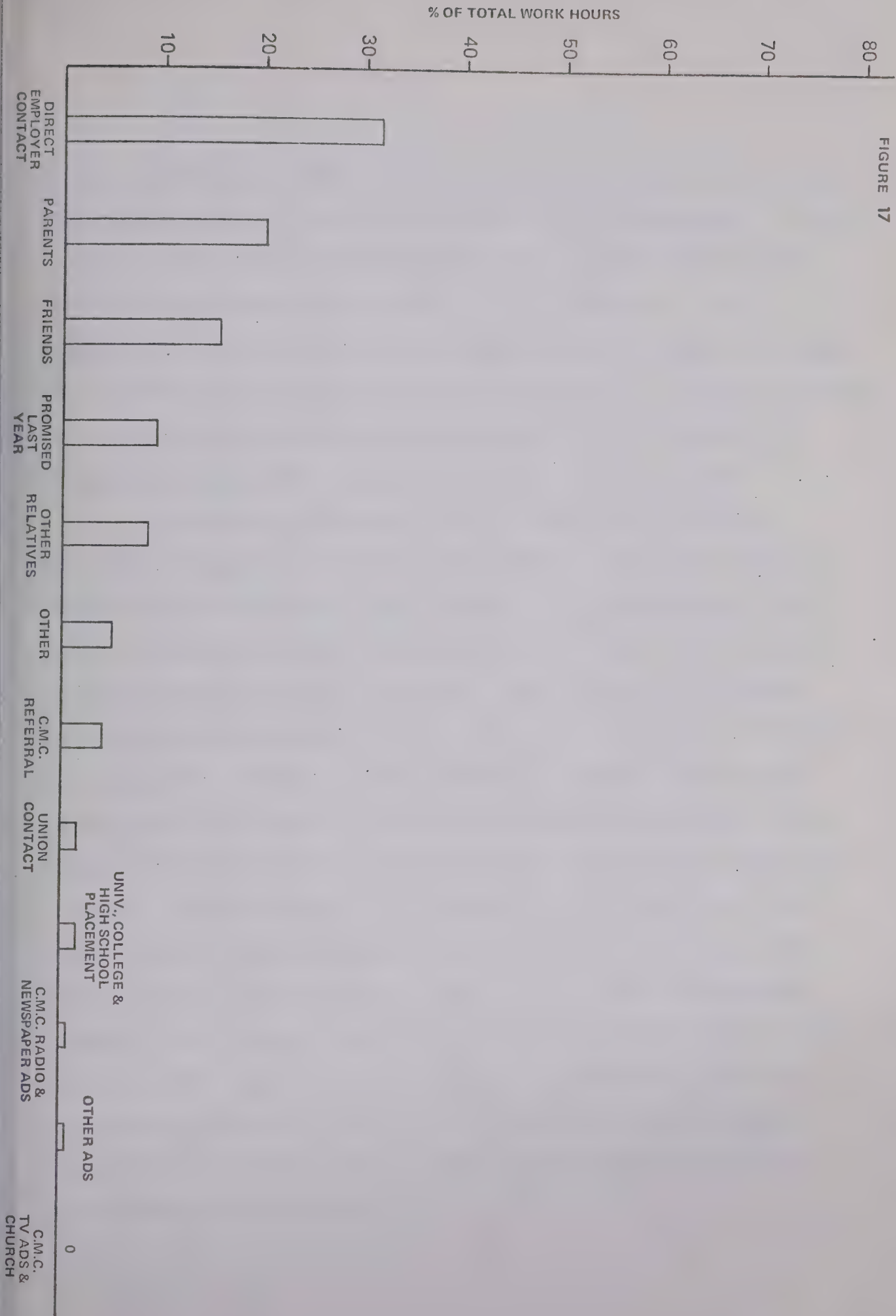


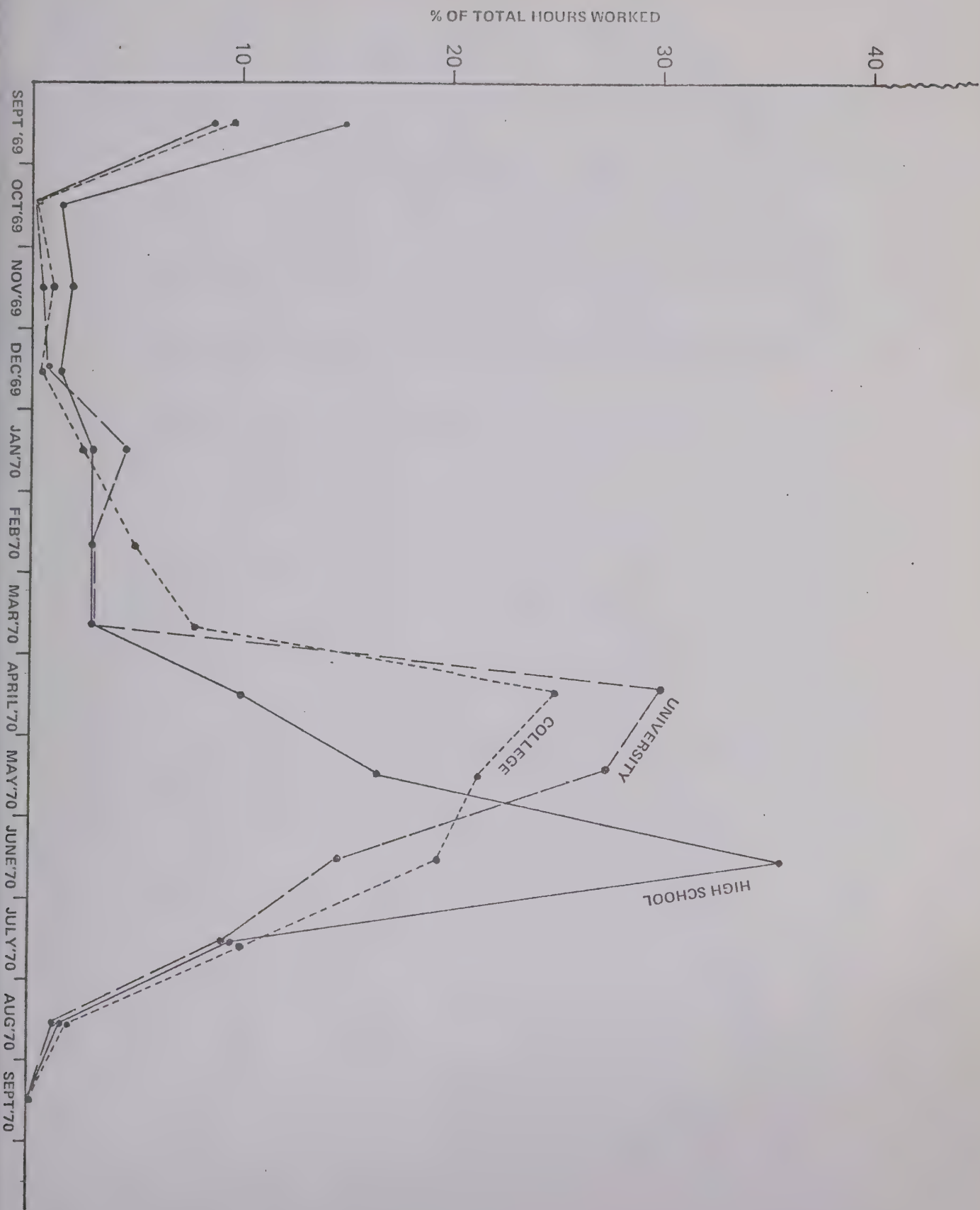
FIGURE 17



In summary, the importance to students of maintaining contact with their employer of the previous summer should not be underestimated. Perhaps even more important, they should indicate their interest in the job for next summer when they return to school. It is probably not a good strategy to sever all ties with a satisfactory job in the hope of obtaining more glamorous or lucrative employment the next spring. The high percentage of jobs carried over from the previous summer plus the uncertainty of economic prospects doesn't support the wisdom of such a strategy.

The employment situation can also be viewed from a slightly different vantage point as suggested by Figure 18. Here the question was asked as to the total hours of work resulting from contacts made in each of the 12 months before and following a return to school. University and college students "peak" somewhat earlier than the high school students and all derived a considerable number of hours as a result of contacts made in the previous September, a point expanded upon above. Another point worth noting is the rather limited range of employment in terms of summer months for high school students as contrasted to the university and college students. The distribution is much narrower in the former case. High school students clearly make most of their successful contacts in June, with April and May being the best months for the college and university students. With further regard to Figure 18, the shortened work period of the high school group is much in evidence. The leptokurtic shape of the high school distribution peaks in July for both males and females and should be contrasted with the relatively flattened and extended college and university distributions.

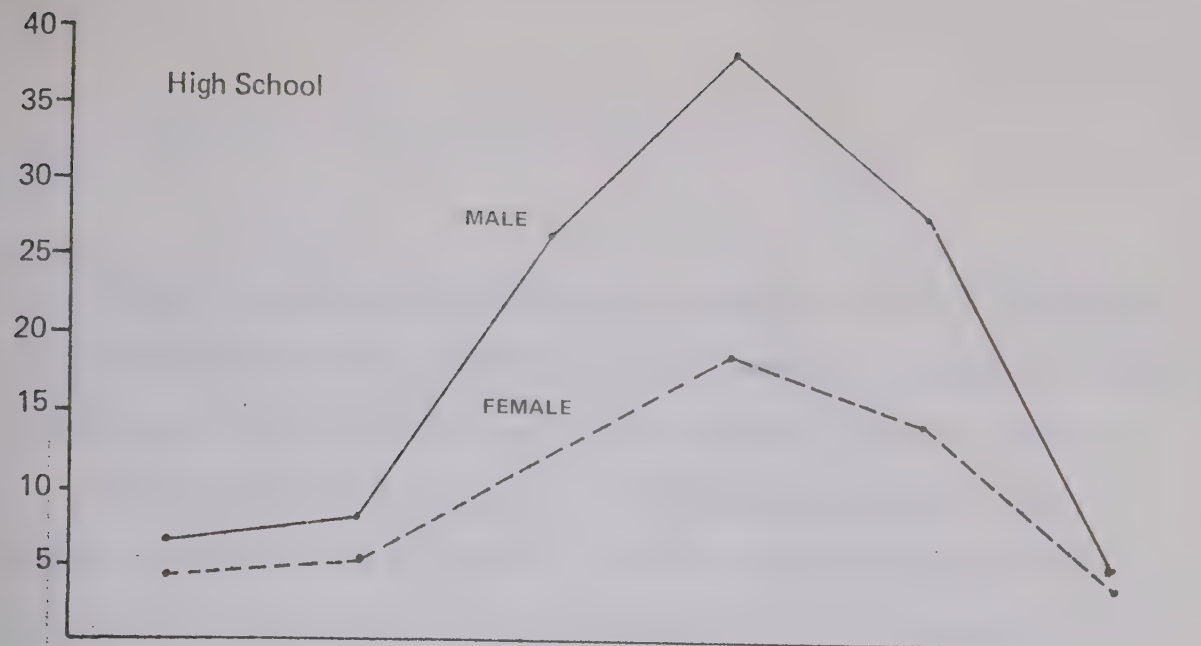
FIGURE 18



19

HOURS
(thousands)

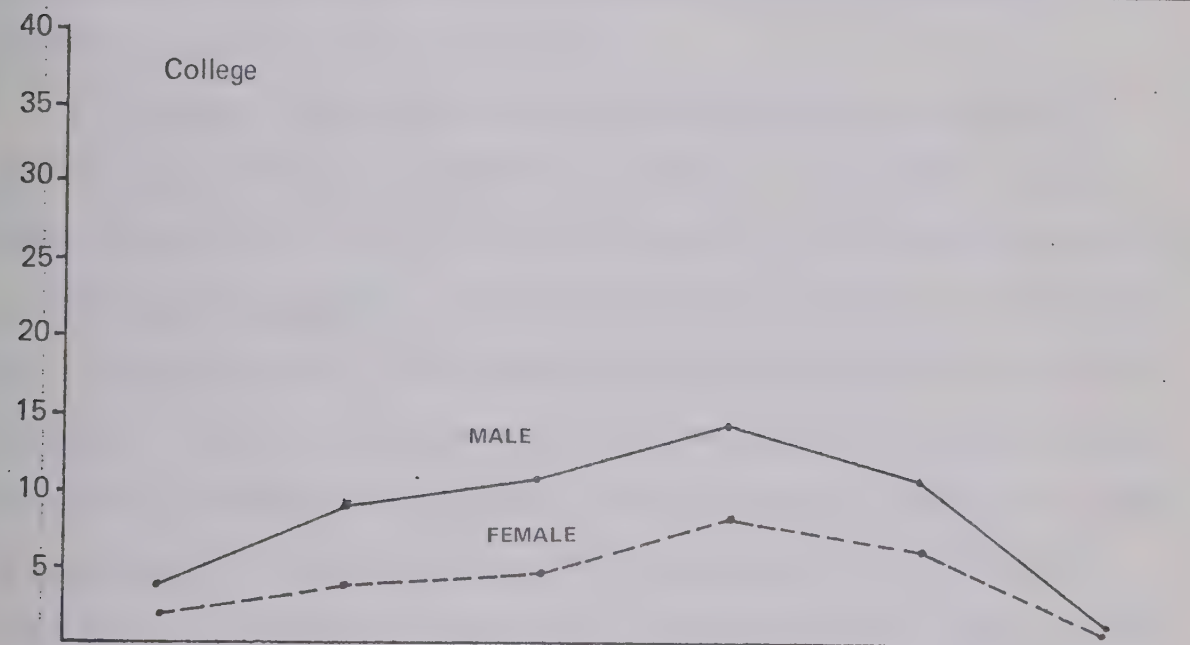
High School



20

HOURS
(thousands)

College



21

HOURS
(thousands)

University

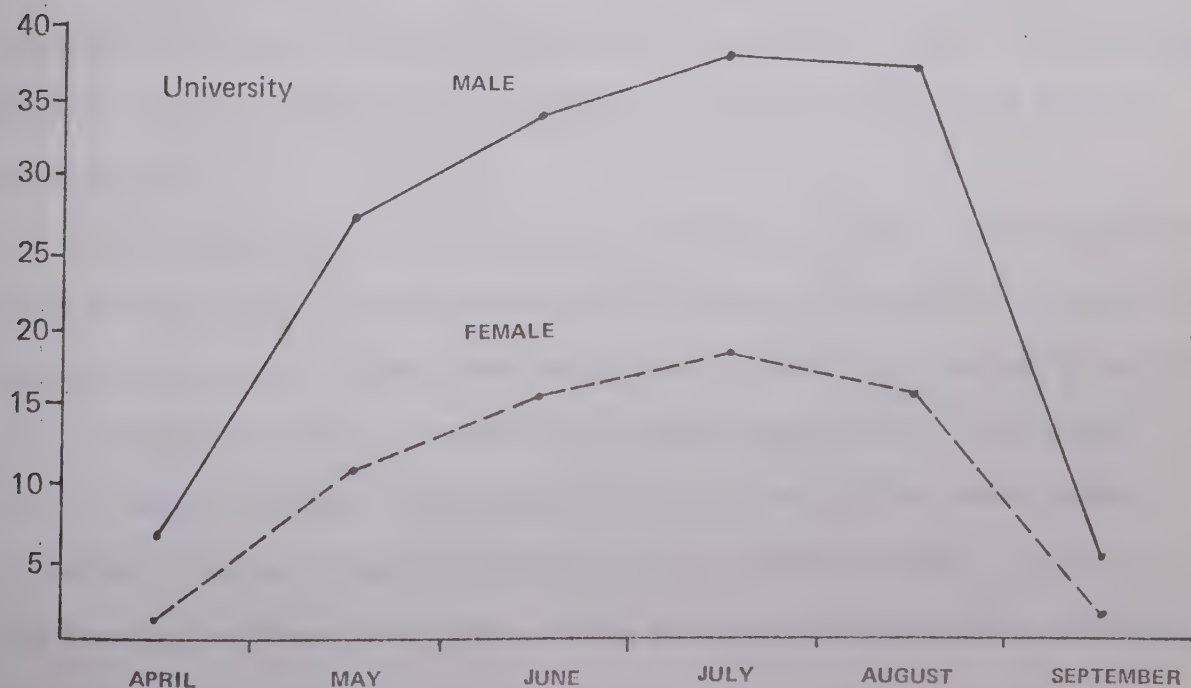


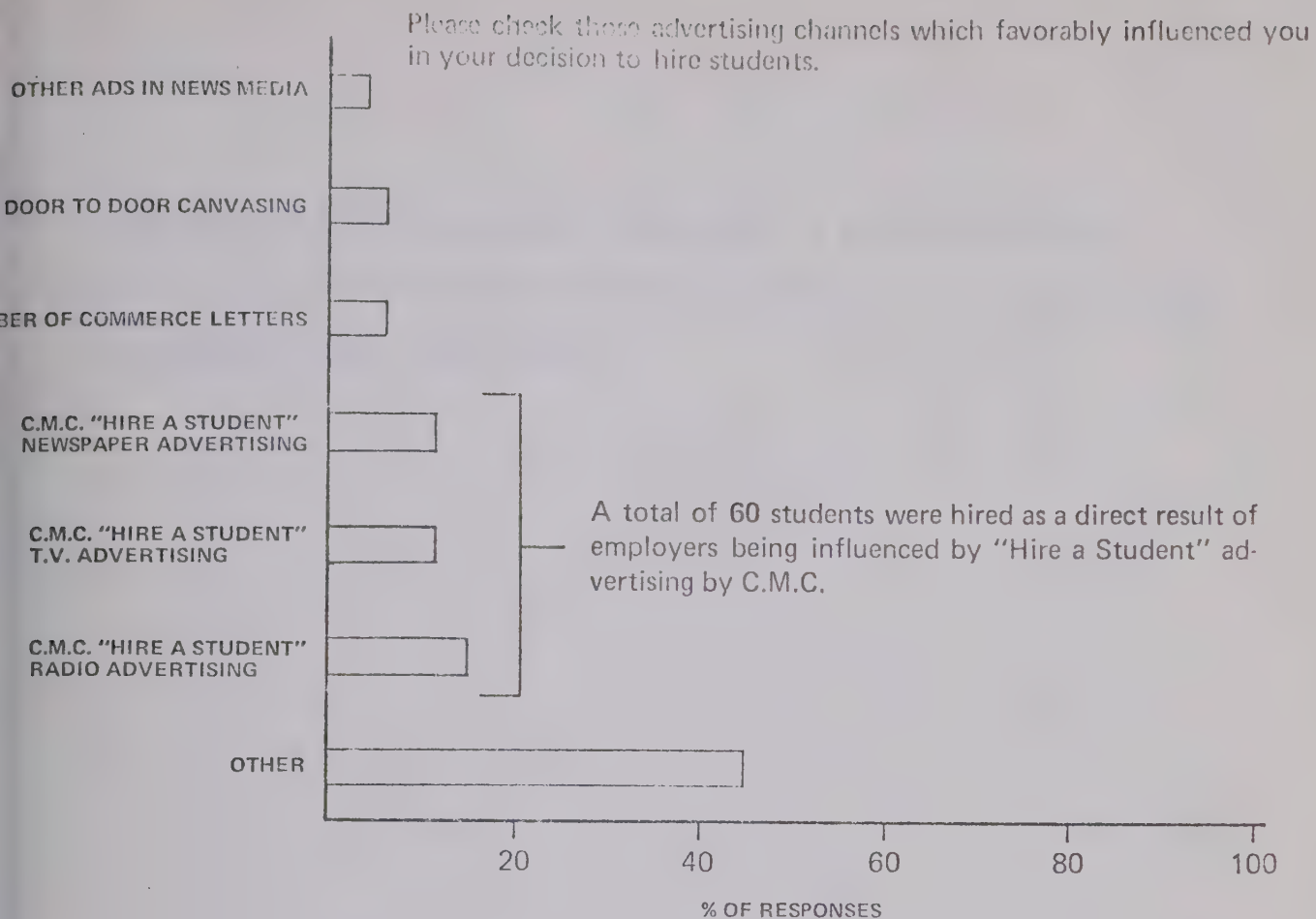
Figure 18 should be compared with Figures 19, 20, and 21 in which the distributions of employment hours across months is presented. Again the "peaked" employment distribution of the high school males is evident.

The approach of the employers to the summer employment market somewhat coincides with the effort of students as indicated earlier in terms of those influences which prompted them in their decision to hire students.

In short, the personal contact between employer and student is decisive to the hiring of a particular student. It is clear that the advertising of C.M.C. has a substantial impact in that 38% of the employers report being influenced in their decision to hire students by this means. As Figure 22 indicates, the category of "other" accounts for 46% of the influence. Among other explanations, this may mean that either employers had already decided to hire students for the summer, or, the direct appeal by students on a face-to-face basis influenced them in their decision. This latter interpretation may well be supported by their report of hiring largely as a result of direct contact with the students (80%) as contrasted with 8% of the hirings being by way of C.M.C. job orders and 4% through other means.

In summary, the effectiveness of the C.M.C. student summer placement program may be more in the direction of influencing potential employers to consider the use of students during the summer and less in actually having employers register their openings for students with C.M.C. In defence of the Manpower program, particularly in the light of the above comment, it may well be that students tend to give the actual "credit" for their job to someone other than C.M.C. who in fact may actually have generated the

FIGURE 22



22a

In your hiring procedures, did you hire mainly through:

- (1) direct contact with the student = 88%
- (2) C.M.C. job order = 8%
- (3) Other = 4%

opening through their advertising. Similarly, a parent may be given credit for the job that resulted from his suggestion to his daughter that she go down to C.M.C. and register.

ATTITUDES

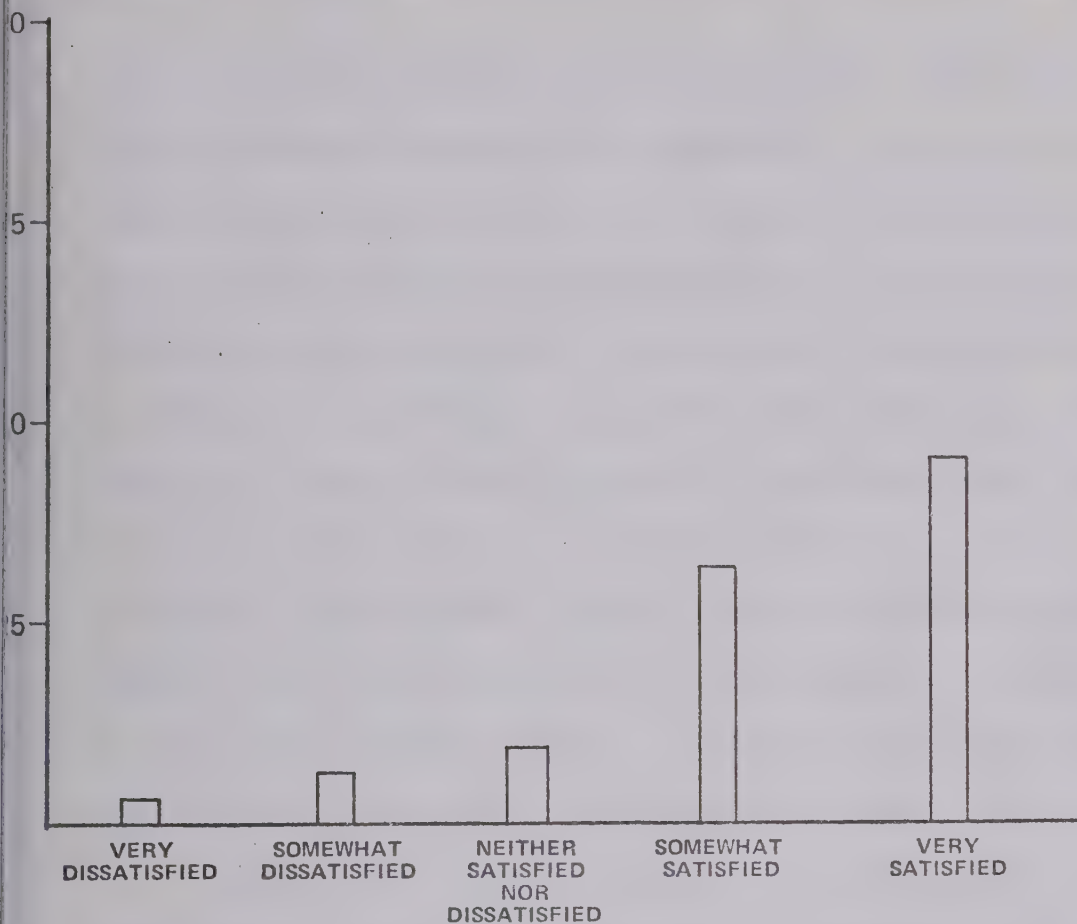
A....towards students

Suggestions to the effect that students are not conscientious workers are not supported in the present study. Figures 23 and 24 suggest to the contrary that employers are well satisfied with the performance of their summer help. Over 80% of our sampled employers report that they are satisfied with the work of their student employees and nearly 50% report being "very satisfied" with their performance. Of those who report some dissatisfaction (41 instances) the bases for such dissatisfaction is spread equally over a number of causes. It would seem reasonable to conclude from Figure 24 that where dissatisfaction does exist there is no single outstanding cause. Perhaps more importantly there is no unique source of dissatisfaction related to students in that the reported bases of dissatisfaction with students are what one would expect might be said of any other type of worker. Thus, opinions expressed from time to time, to the effect that students don't take their summer job seriously or have a poor attitude, are without support in the present study.

B....towards females

Much has been said elsewhere in this report about the very obvious discrepancy between male and female earnings and their average hours of employment. The one item on the employer questionnaire which provides

In general, how satisfied were you with the work of your student employees this summer?



Reasons for dissatisfaction (where dissatisfaction was expressed):

*Total of 41 cases of dissatisfaction.



a clue to some understanding of the reason(s) for such discrepancies is #12 of the Employer questionnaire (Appendix B). In being asked if they would hire qualified females for jobs which they felt females could handle, 39% of the employers indicated they would not. While some of the reasons for the refusal of employers to hire qualified females may be somewhat legitimate (e.g. provision of duplicate shower facilities), such a high percentage figure undoubtedly reflects a traditional view of women in which women either should not or cannot perform on a par with men. While the thrust of an aggressive campaign conducted by the Lethbridge Canada Manpower Centre in the summer of '69 was commendable in attempting to open up more jobs for female students, it did not really address itself to the basic problem, that of changing entrenched attitudes. Such attitudes are slow to change and the best one can hope for is the gradual erosion of such views by a continuing demonstration of competent female performance coupled with a low key persuasive appeal.

For this reason we wish to recommend to Canada Manpower and governments at all levels, the following:

....that summer employment advertising be specifically directed to the theme that women as well as men require extra earnings in order to complete their education and for many typically male jobs are at least as capable as males in on-the-job performance.

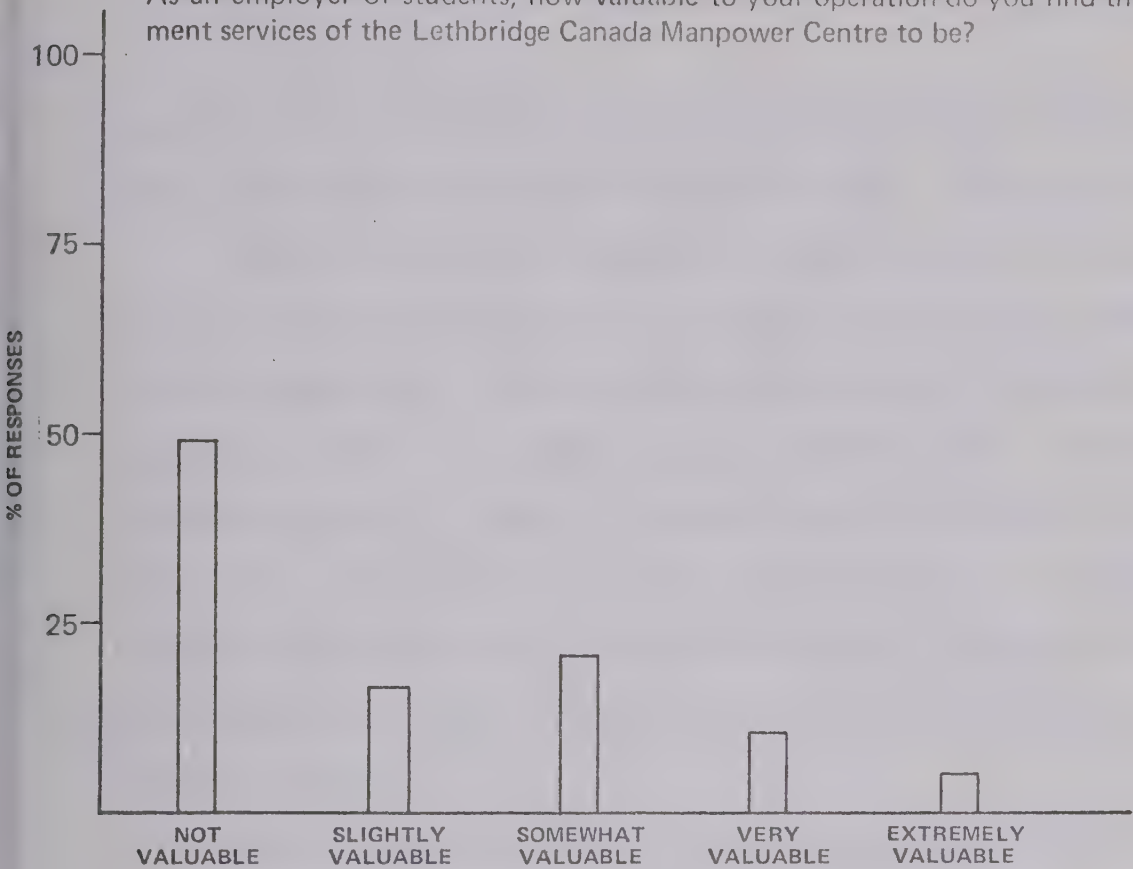
In this context it may be well to consider ways of bringing to the attention of prospective employers the testimonials of those employers who have found women capable in such roles as flag girls, service station attendants, etc.

C....towards Canada Manpower

Employers asked to rate the extent to which the C.M.C. Student Placement Service was of value to their operation are largely in agreement that the service is either "not valuable" or "of limited value". Indeed, nearly 50% of the employers rate the service as "not valuable". This data presented in Figure 25, should be contrasted with Figure 26 in which these same employers rate the usefulness of the program to the region in a decidedly positive fashion. The most plausible interpretation would suggest that while employers do not themselves find the program valuable, they believe that other employers are making considerable use of the program. Thus, while the program may be viewed as socially and/or economically useful by the majority of individual employers in the sample, the employers individually report that it is of little value to their particular operation. A reasonable conclusion would suggest that employers find the services to be of limited value to them personally; however, they see the program as being useful in terms of generating student jobs with marginal employers and perhaps persuading other employers not already committed to the use of students as summer help. Another possibility is that employers find the service useful as it keeps them posted almost daily on the labor market and the potential supply of student help. The former interpretation is supported by the data represented in Figure 22a in which employers report hiring only 8% of their students through C.M.C. job orders with 88% of their student hirings being by means of direct contact with the students. This figure of 88% is not necessarily in conflict with the

FIGURES 25, 26

As an employer of students, how valuable to your operation do you find the student placement services of the Lethbridge Canada Manpower Centre to be?



How useful do you feel the Canada Manpower Centre student placement program has been to the region?



student report of 32% direct employer contact in Figure 17 as the other types of leads may have placed students in direct contact with employers.

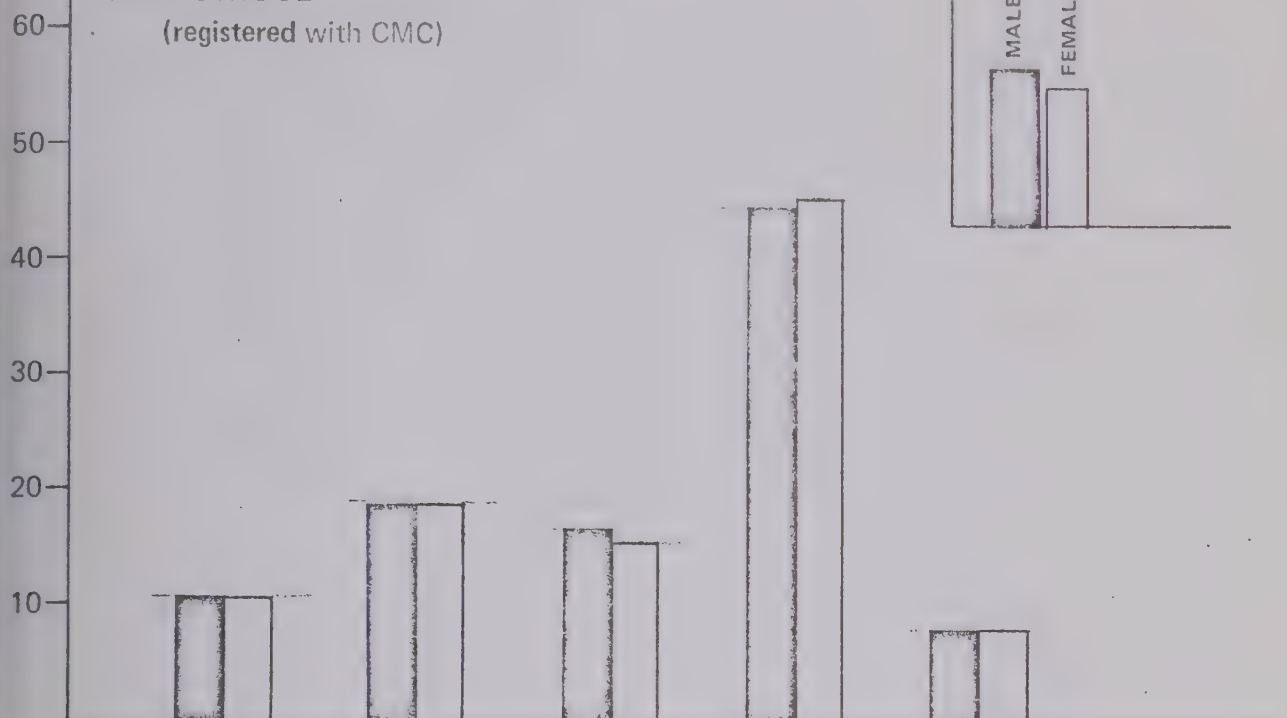
The data comparing the impact of various sources of influence on employers in their decision to hire students reflects much better on C.M.C. Figure 22 shows C.M.C. being credited with favourably influencing approximately 38% of the employers. As mentioned earlier, the seemingly contradictory data of Figure 17 presumably says more about who is being given credit by a student for his job. Undoubtedly C.M.C. played a larger role in providing job leads. Again, for example, parents and friends may have suggested the student contact C.M.C. and thereby are given credit for the resulting job.

The data depicting how effective the students perceived the program is presented in Figures 27 - 32. Although the data is analyzed separately with respect to those students registered versus those not registered with C.M.C., significant differences are not in evidence. Similarly, both males and females, and students at the three levels of education are in agreement and view the program in a decidedly positive light. The dominant category is that labelled "Somewhat Effective". This result should be viewed in the context of the data reported in Figure 18 in which a mere 5% of the total work hours for all students resulted through leads or contacts provided by C.M.C. It would seem likely that the favourable response towards C.M.C. is more a function of an appreciation for an effort on their behalf rather than jobs realized as a result of the program. As noted above other "leads" may be given the actual credit.

In general, how effective do you feel the Lethbridge Canada Manpower Student Placement program has been in finding jobs for students?

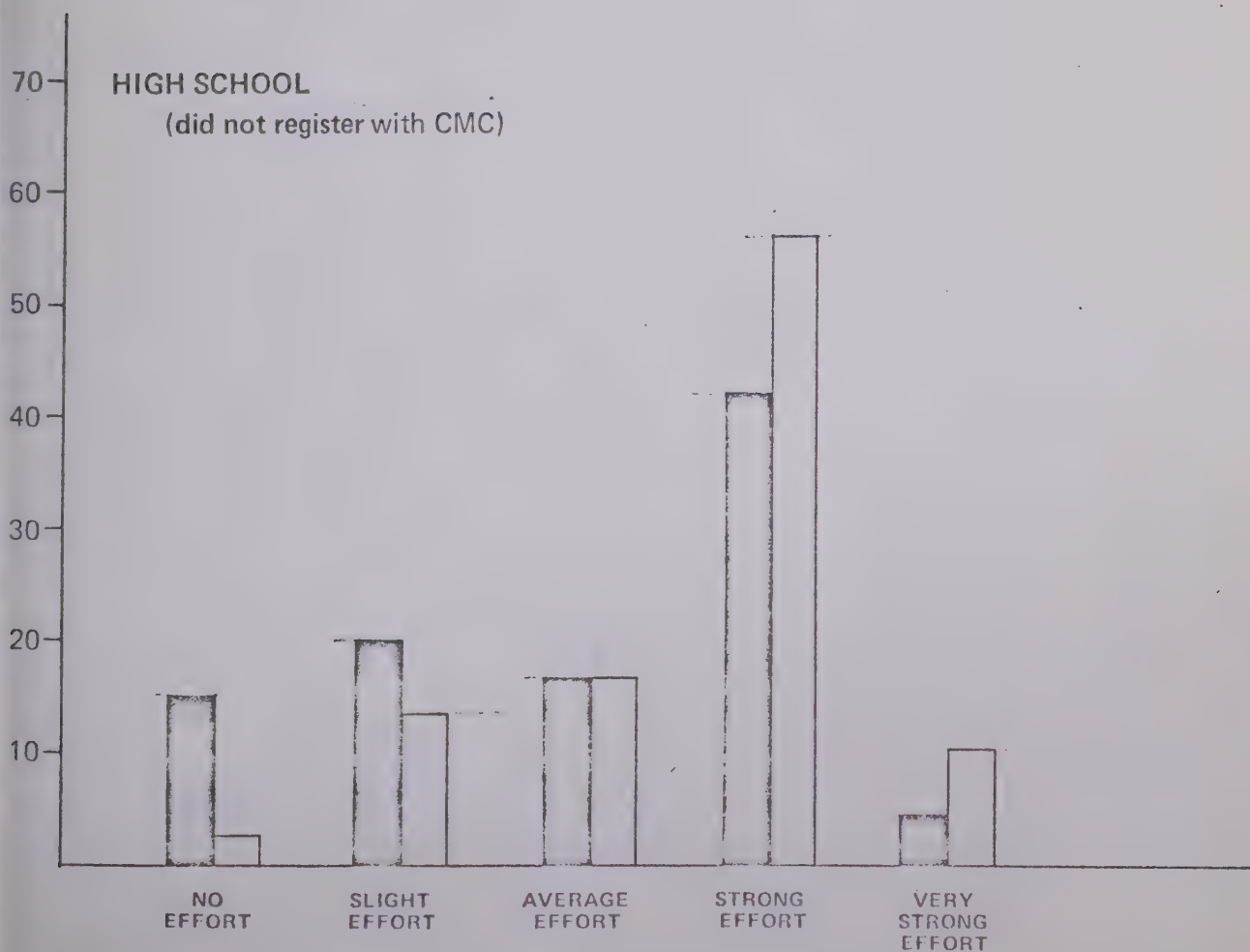
HIGH SCHOOL

(registered with CMC)



HIGH SCHOOL

(did not register with CMC)

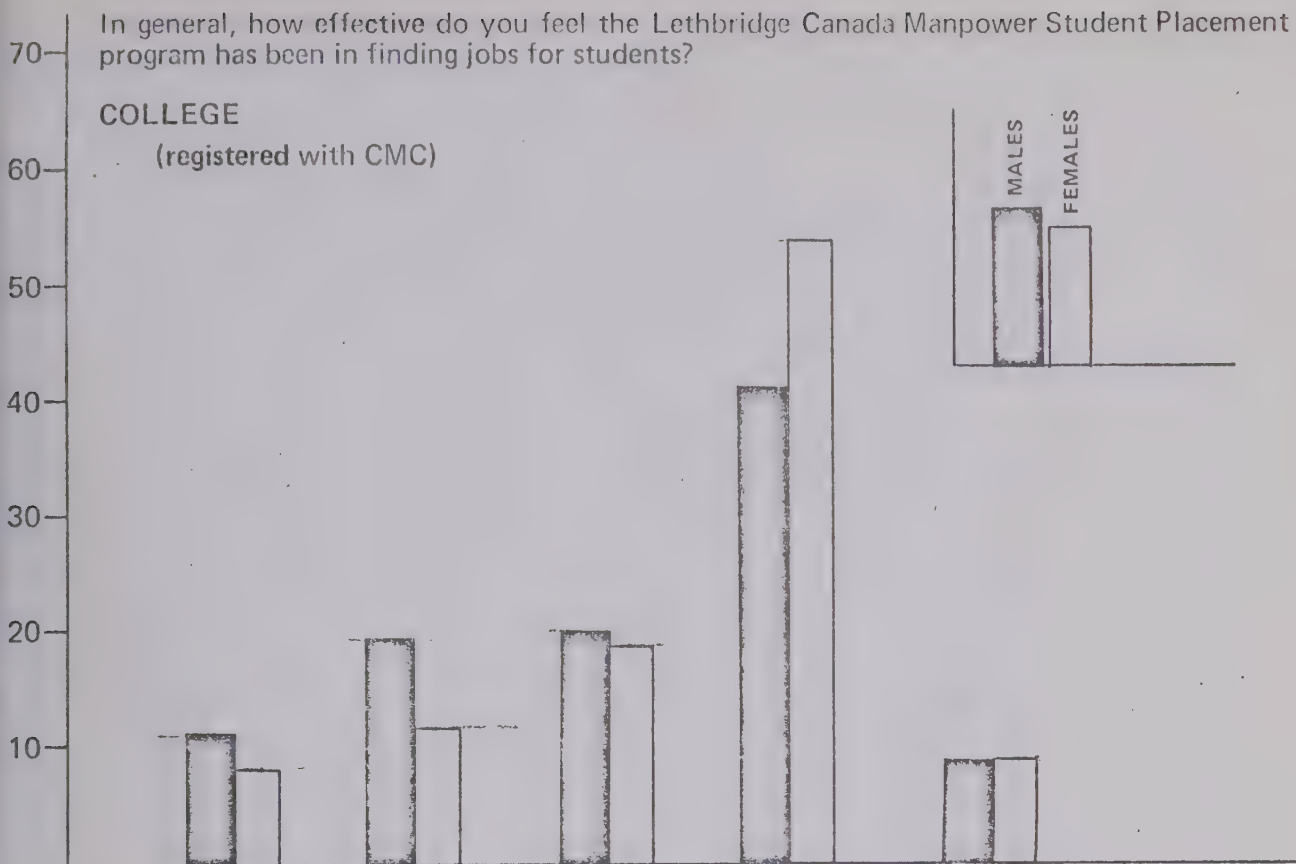


In general, how effective do you feel the Lethbridge Canada Manpower Student Placement program has been in finding jobs for students?

COLLEGE

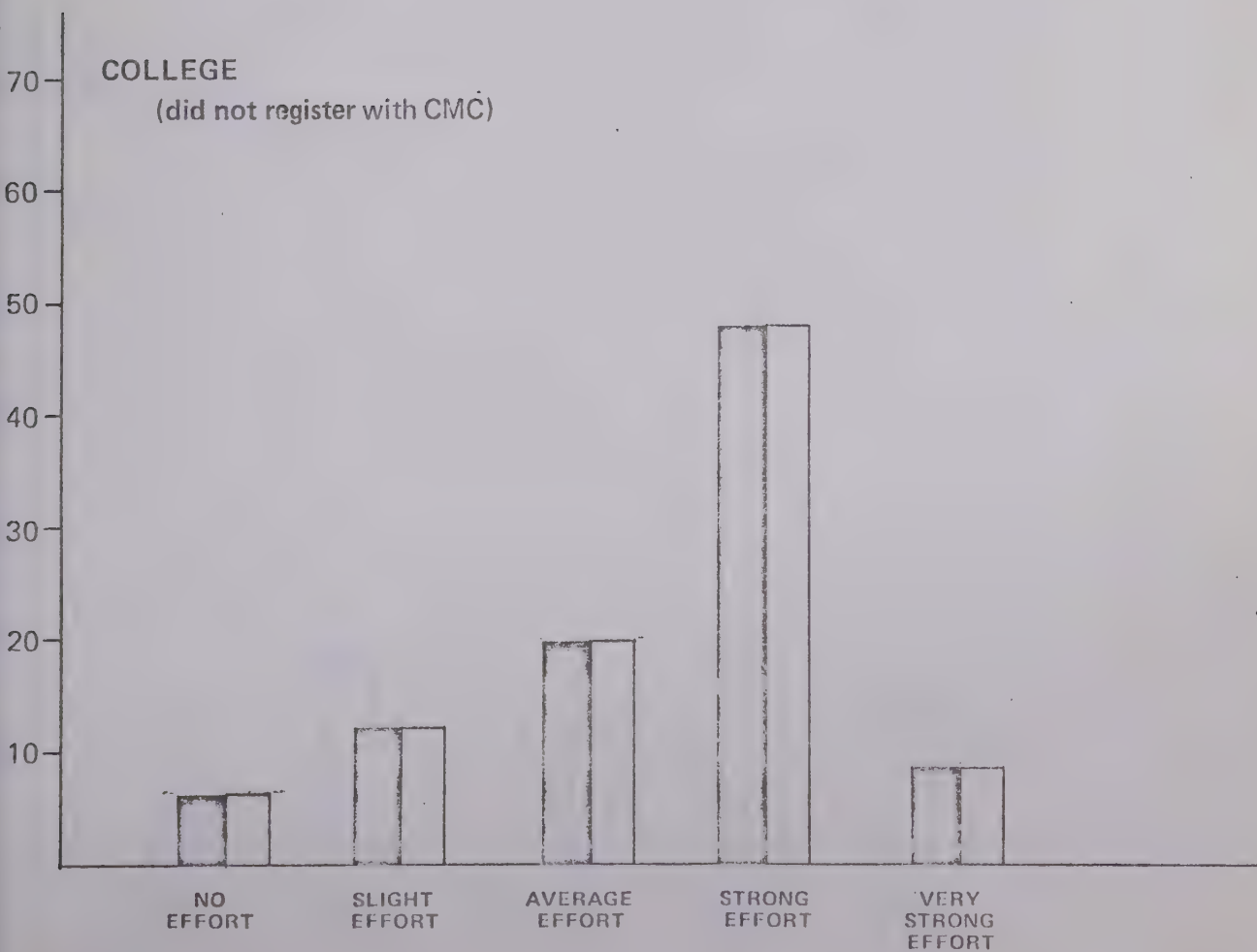
(registered with CMC)

MALES
FEMALES



COLLEGE

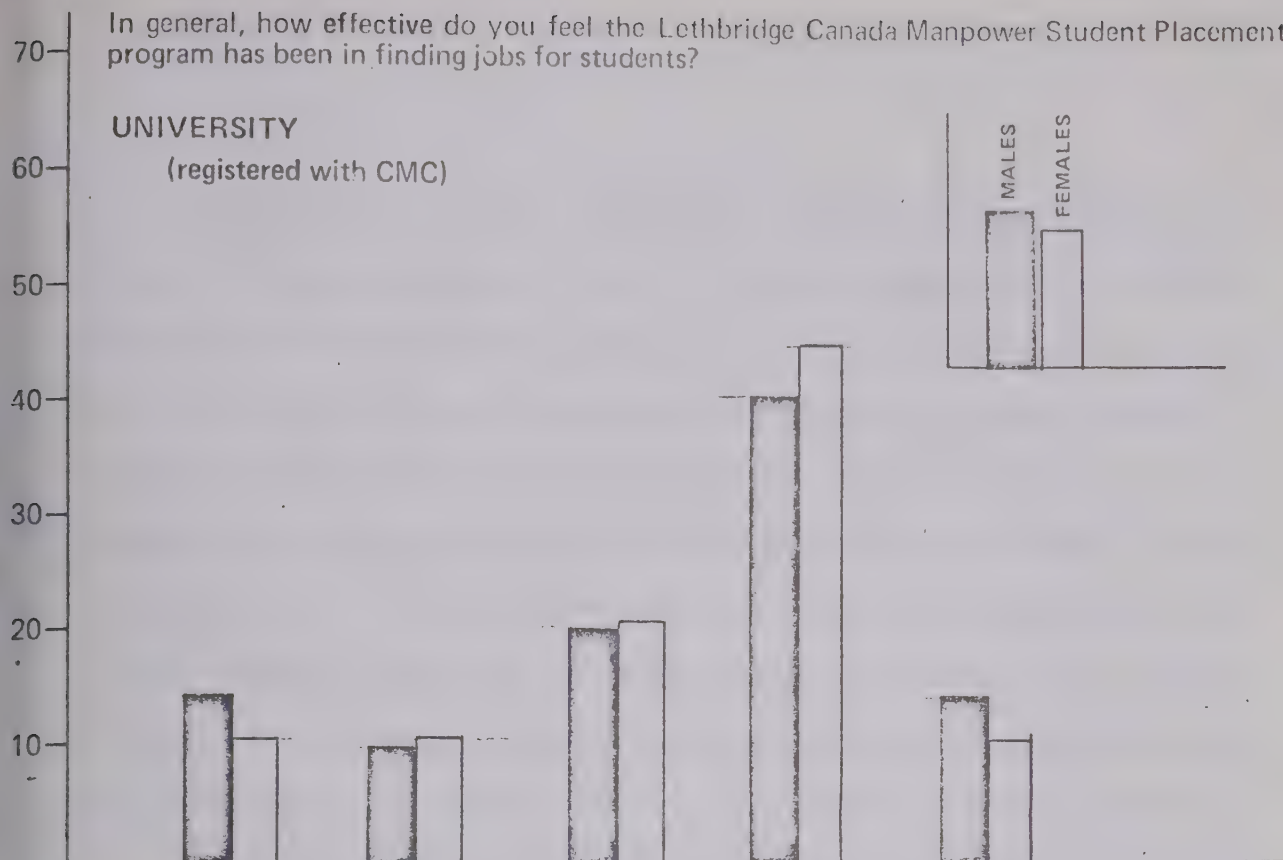
(did not register with CMC)



In general, how effective do you feel the Lethbridge Canada Manpower Student Placement program has been in finding jobs for students?

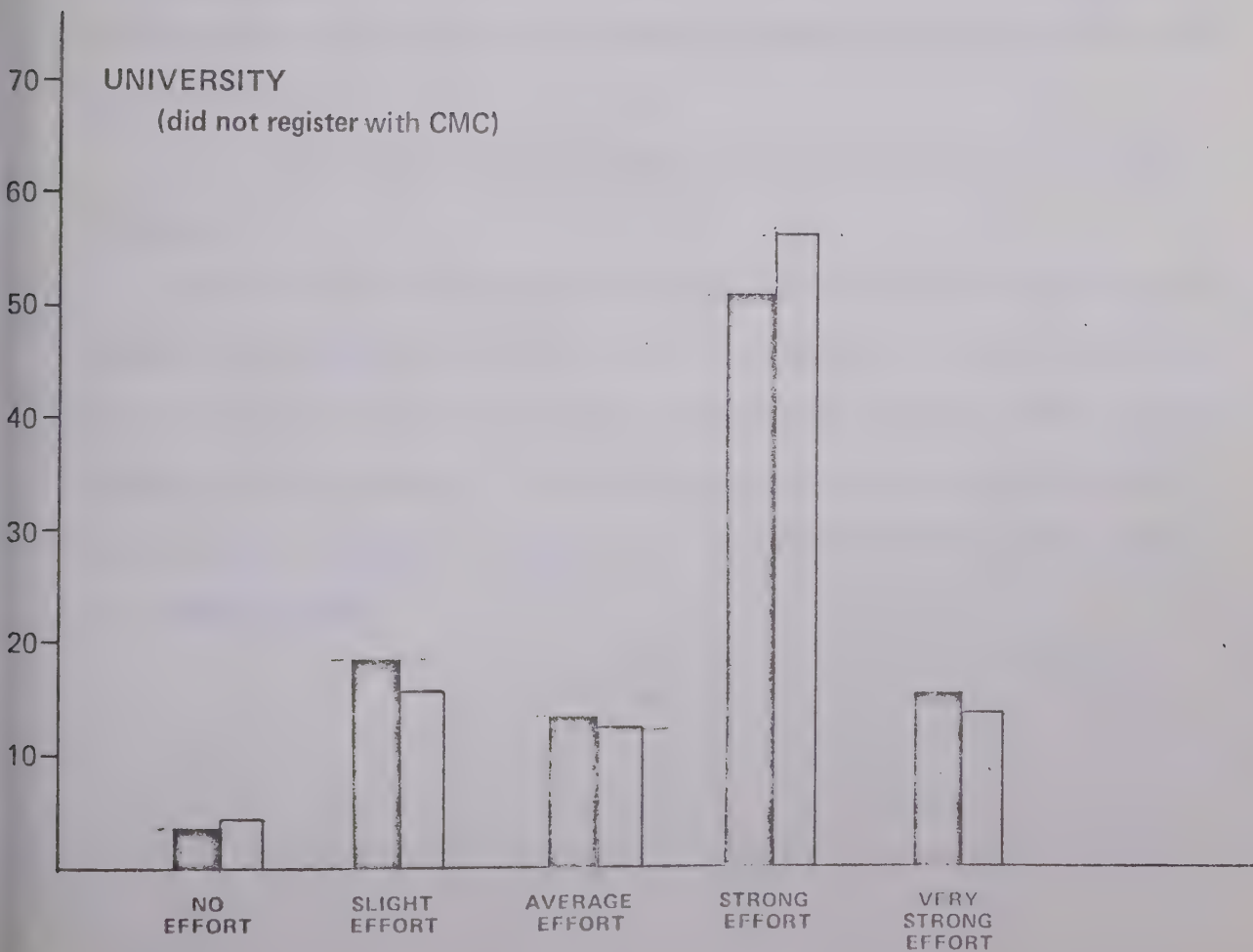
UNIVERSITY

(registered with CMC)



UNIVERSITY

(did not register with CMC)



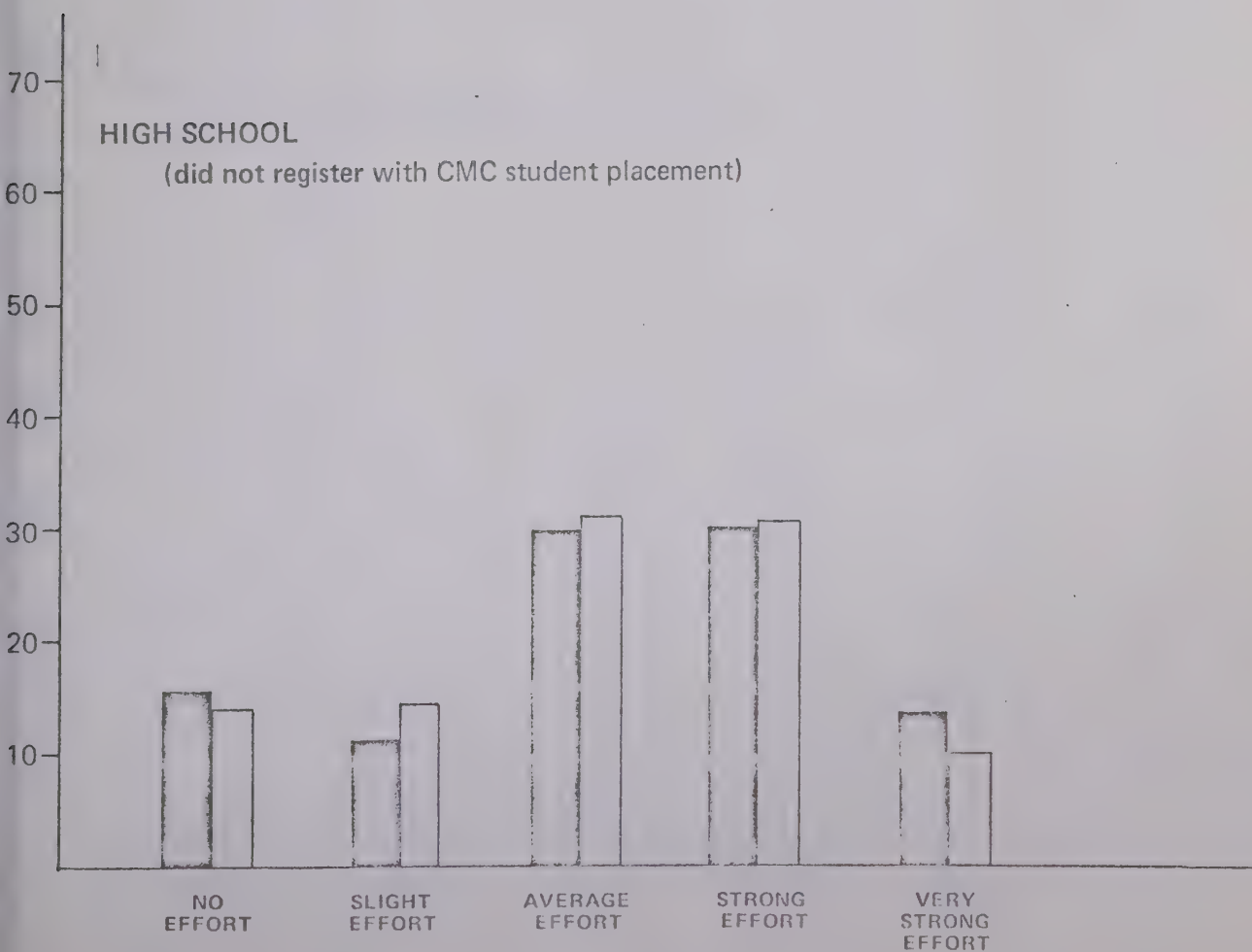
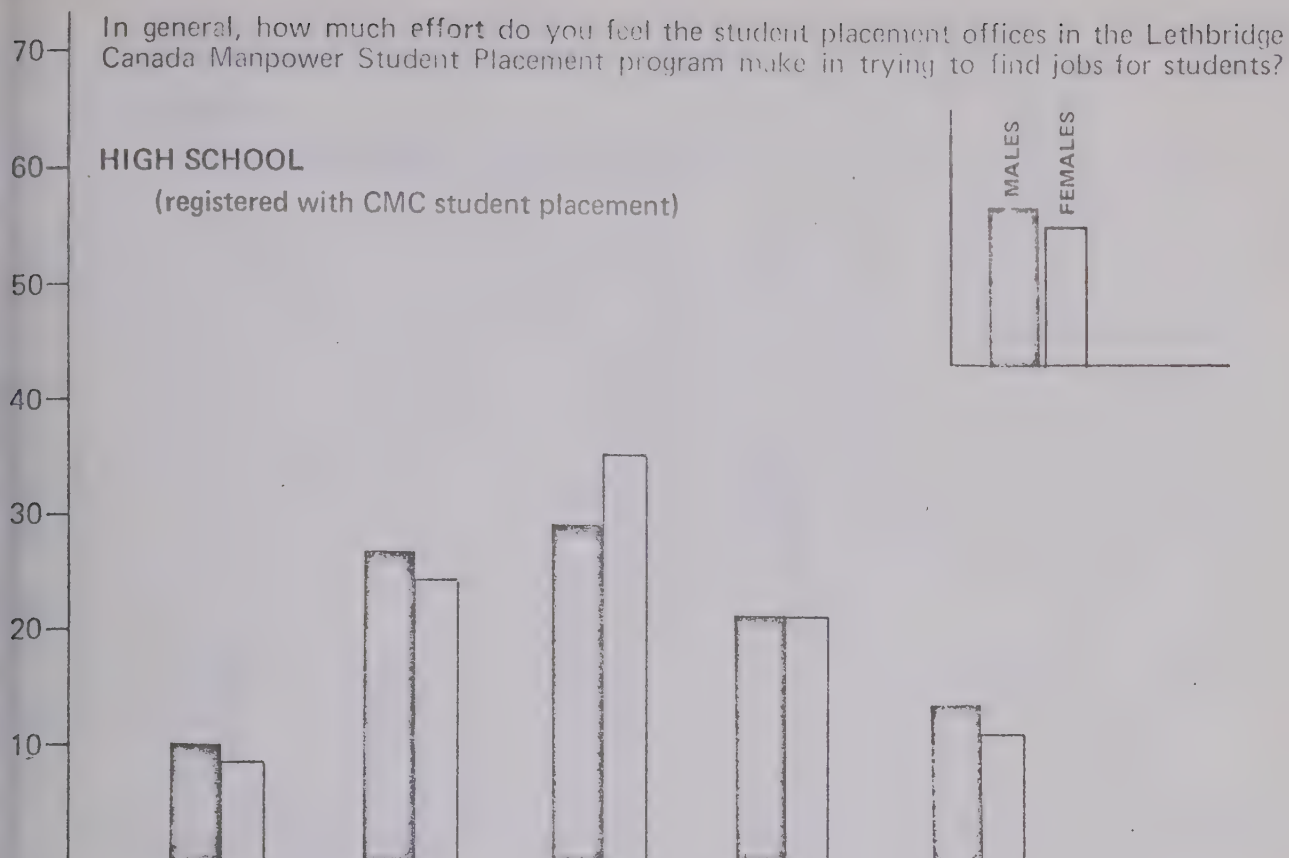
Figures 33 - 38 depict the student rating of effort made by the Student Placement officers of C.M.C. Again the separation of students in terms of those registered versus those not registered with C.M.C. did little to alter an overall positive evaluation of the effort made by Student Placement officers on their behalf. With the exception of the college and high school girls registered with C.M.C. the overall ratings were positive. Only the college and high school girls registered with C.M.C. indicated a negative attitude towards the efforts made on their behalf. In view of their meagre earnings it would be surprising if they had a favourable view of any aspect of the summer employment situation.

It is our suggestion that wherever possible students should help other students with agency people in the background making available their administrative skills and financial support for essentially student run programs.

The support of satellite student employment programs is hereby recommended.

Whether such self-help programs are initiated by students councils, service organizations, churches, etc. is immaterial. What is important is that they are run by the students themselves with the backing of non-student resource people. Such satellite programs should further have coordinating linkages with the Student Placement Officer summer program of Canada Manpower.

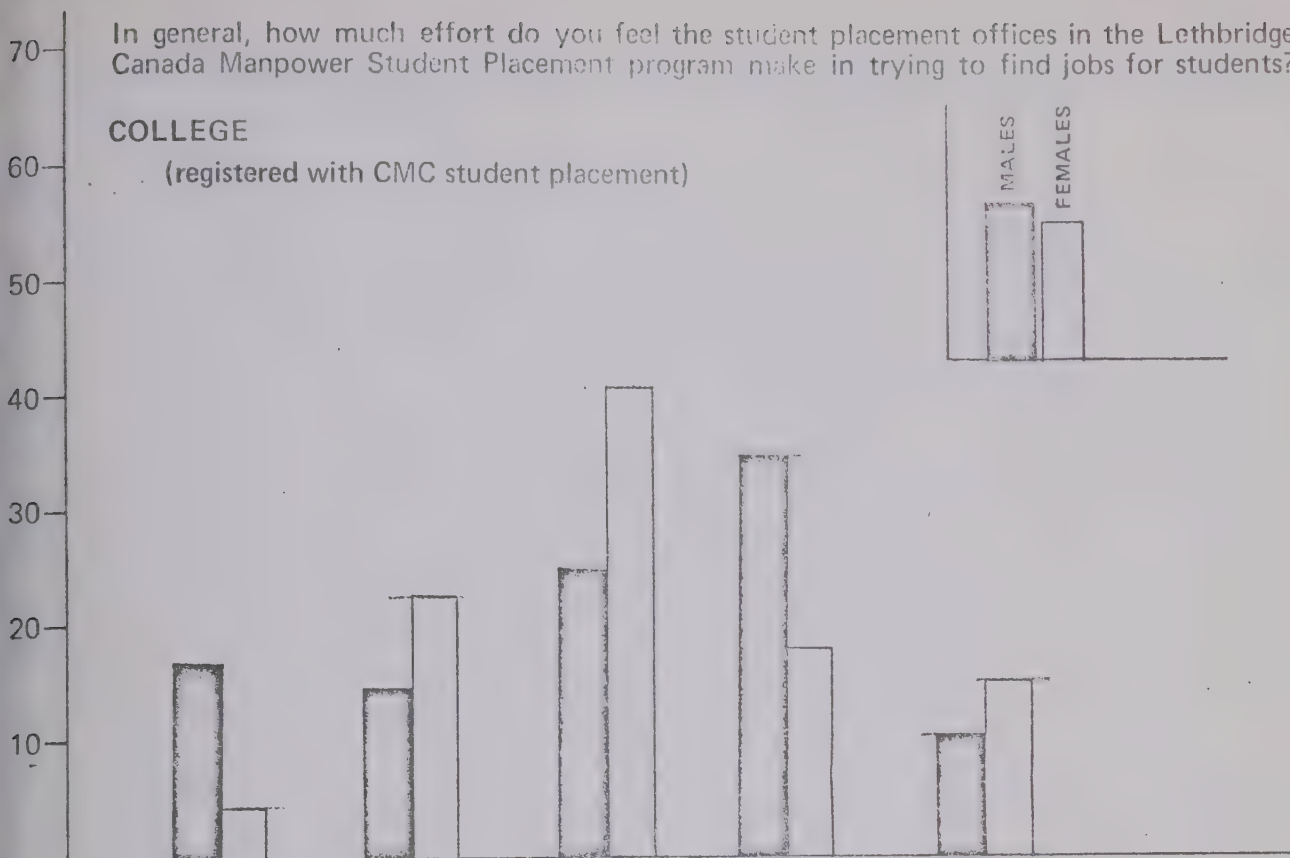
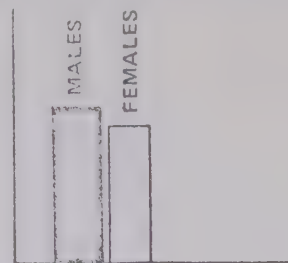
In general, how much effort do you feel the student placement offices in the Lethbridge Canada Manpower Student Placement program make in trying to find jobs for students?



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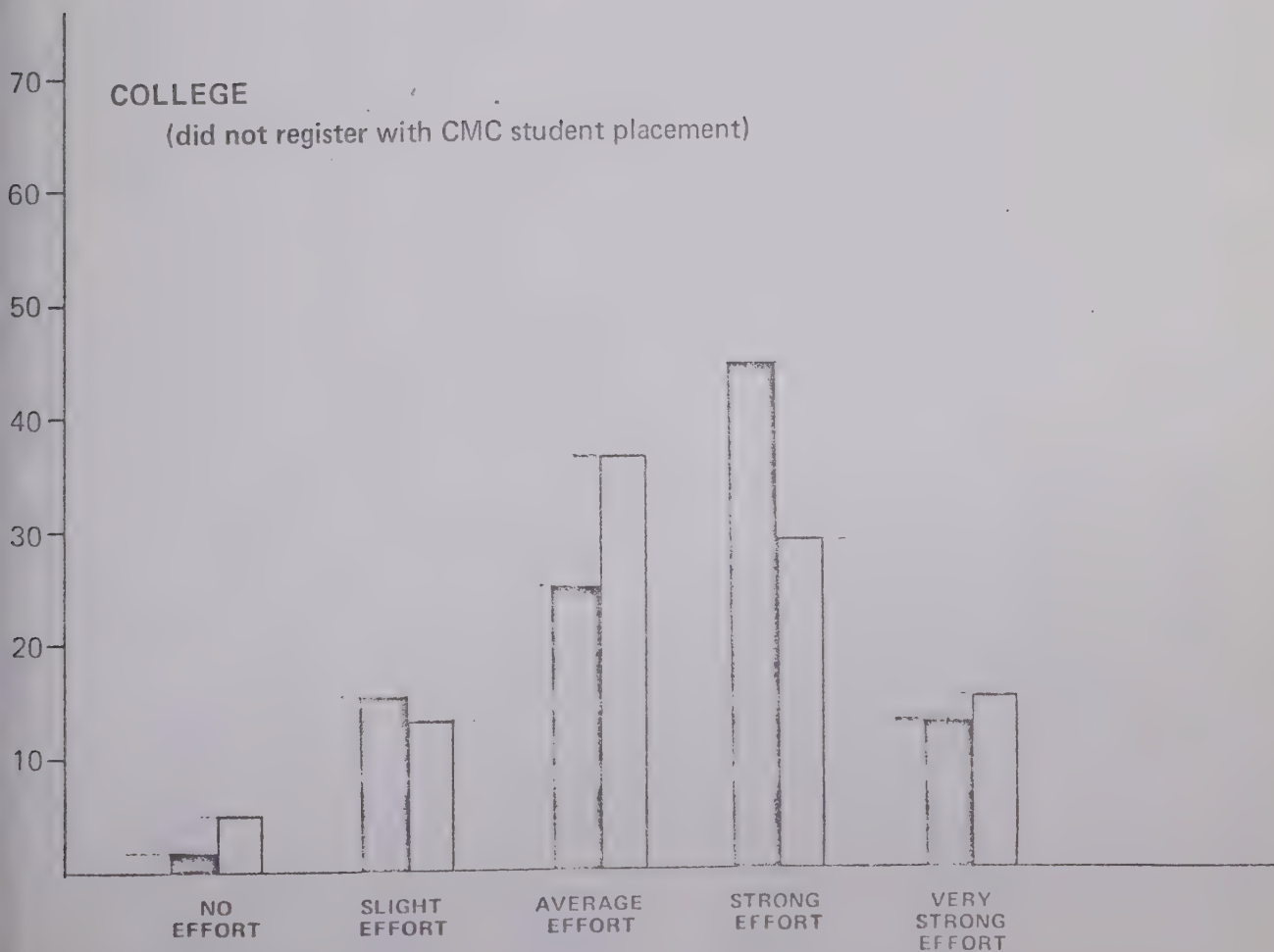
COLLEGE

(registered with CMC student placement)



COLLEGE

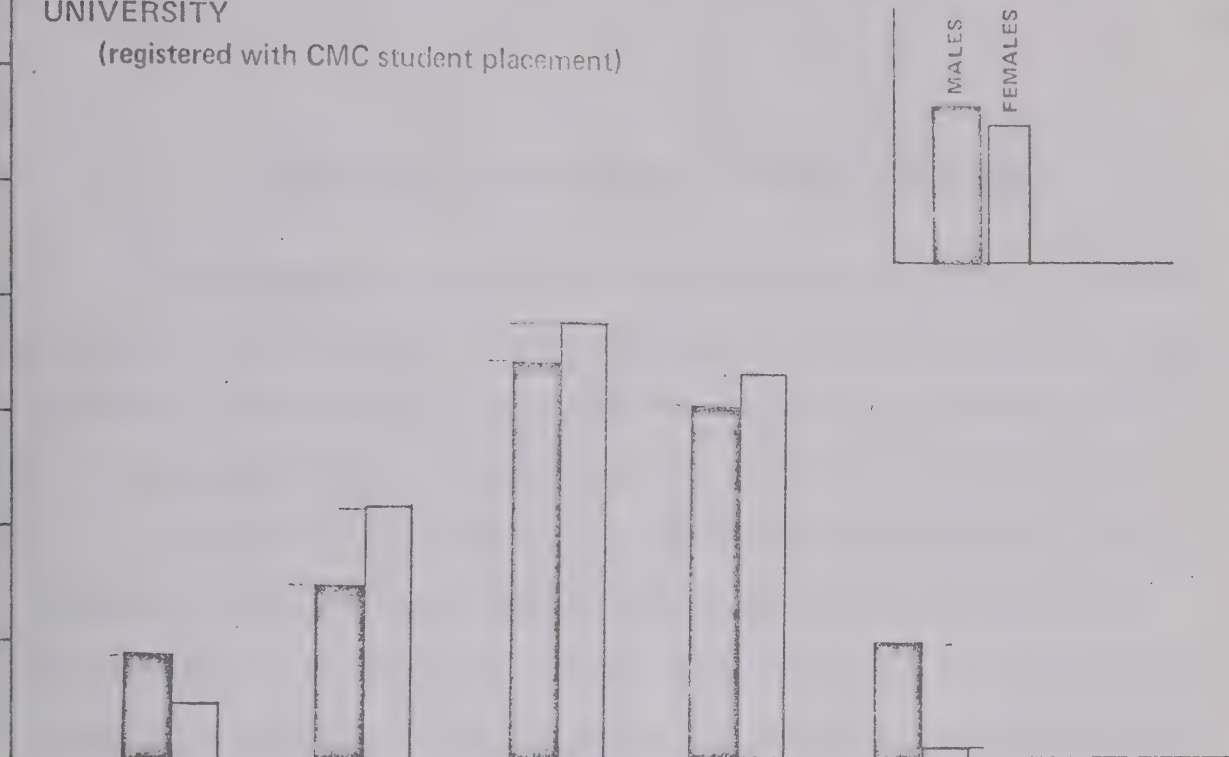
(did not register with CMC student placement)



In general, how much effort do you feel the student placement offices in the Lethbridge Canada Manpower Student Placement program make in trying to find jobs for students?

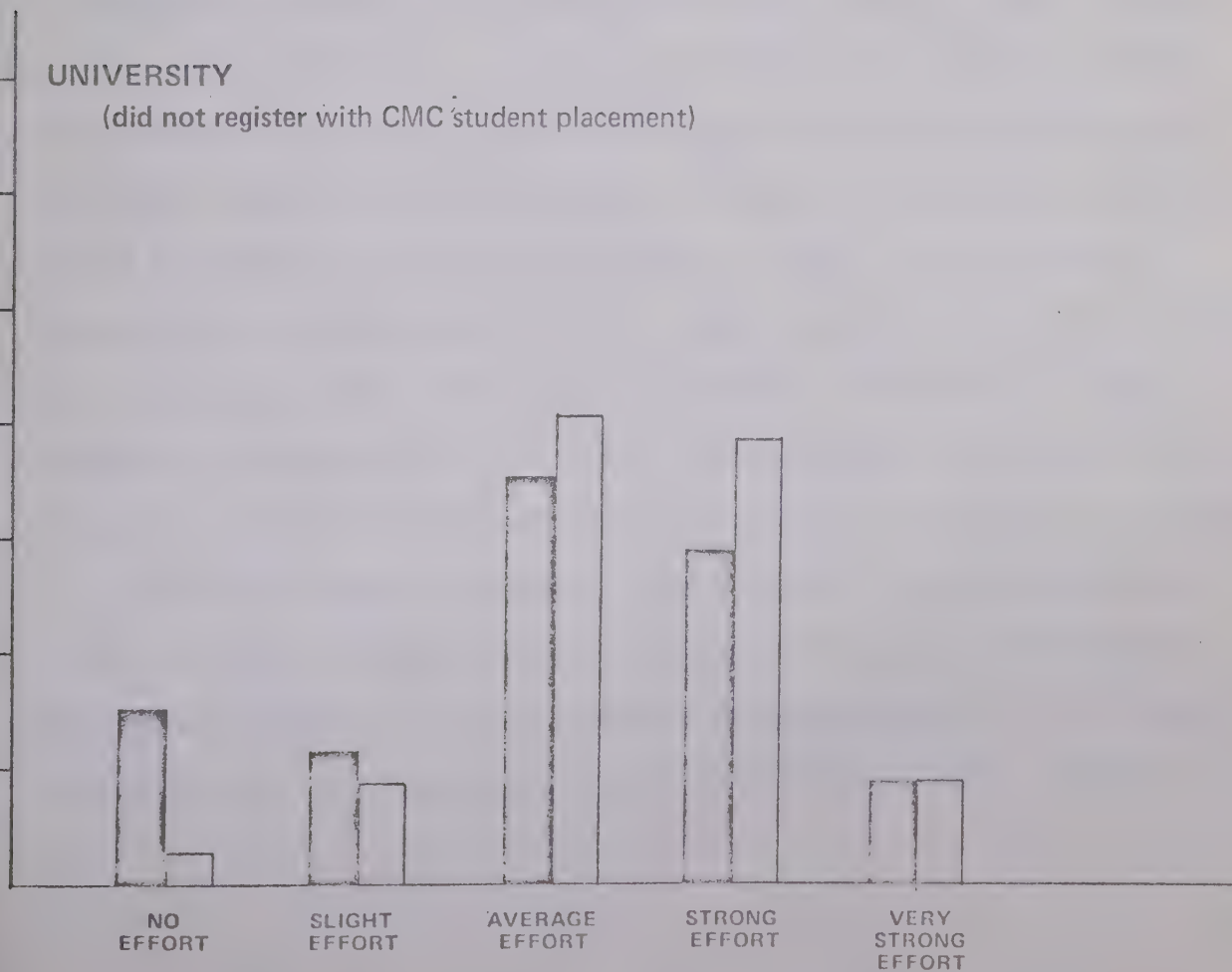
UNIVERSITY

(registered with CMC student placement)



UNIVERSITY

(did not register with CMC student placement)



APPROACHES OF EMPLOYERS AND STUDENTS TO JOB MARKET

For purposes of organization we have chosen to group and discuss a number of questionnaire items in terms of their representing (1) the motivation and avenues by which students approach the job market and (2) the means by which employers seek out students for summer jobs.

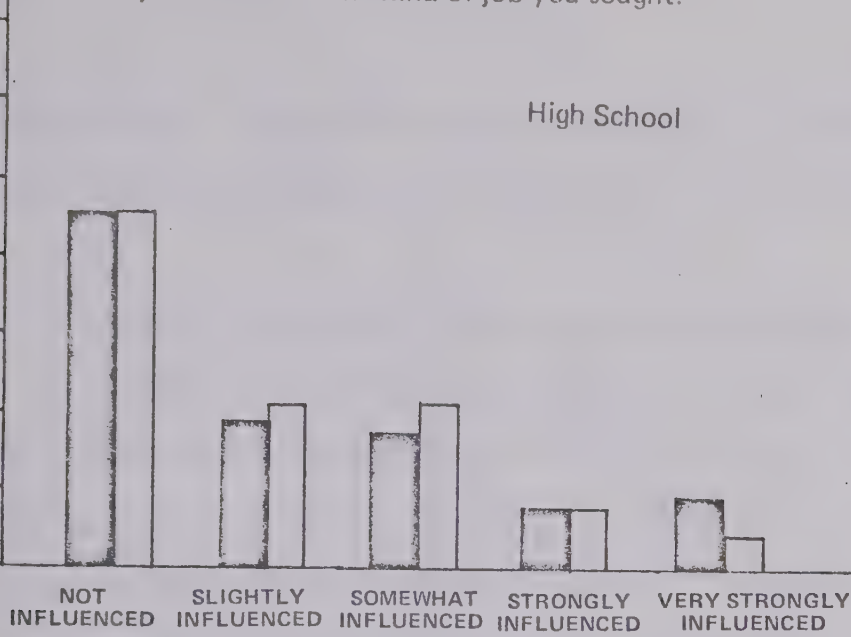
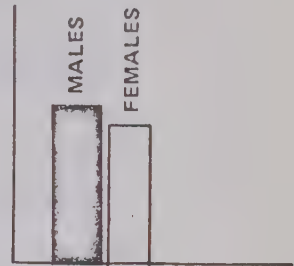
An important question for any advertising program such as that aspect of C.M.C.'s Hire a Student campaign is the composition of the target audience to whom some messages would presumably be directed. In assessing the extent to which students are influenced by their parents in their choice of the kind of job, Figures 39 - 41 indicate decreasing influence by parents as one moves from the High School, to the College, to the University samples. At the High School level, well over 50% of the students report their parents exert some influence in their choice of jobs. This situation holds true for females at the college level but drops to something under 30% in the case of males. At the university level 35% of the males and 41% of the females report some influence on the part of parents. This data should be contrasted with Figure 17 which depicts the percentage of total work hours resulting from parental contacts. The figure of 20% suggests that while parents are a fairly active influence in terms of the type of employment, they are not a critically important source of jobs. Indeed, friends and other relatives are credited with providing contacts to more hours of work than are parents, with the most successful type of lead being direct employer contact (32%). However, as

39

To what extent were you influenced by your parents (or spouse, if applicable) in your choice of the kind of job you sought?

High School

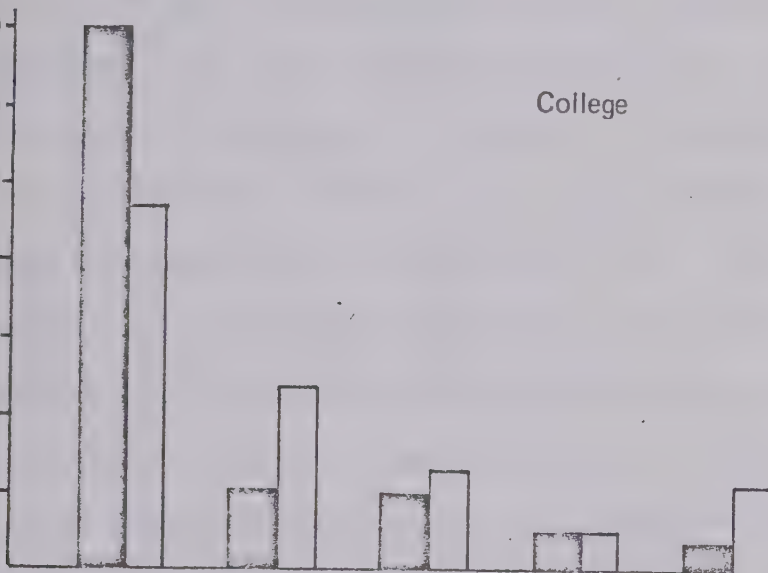
% INFLUENCE



40

College

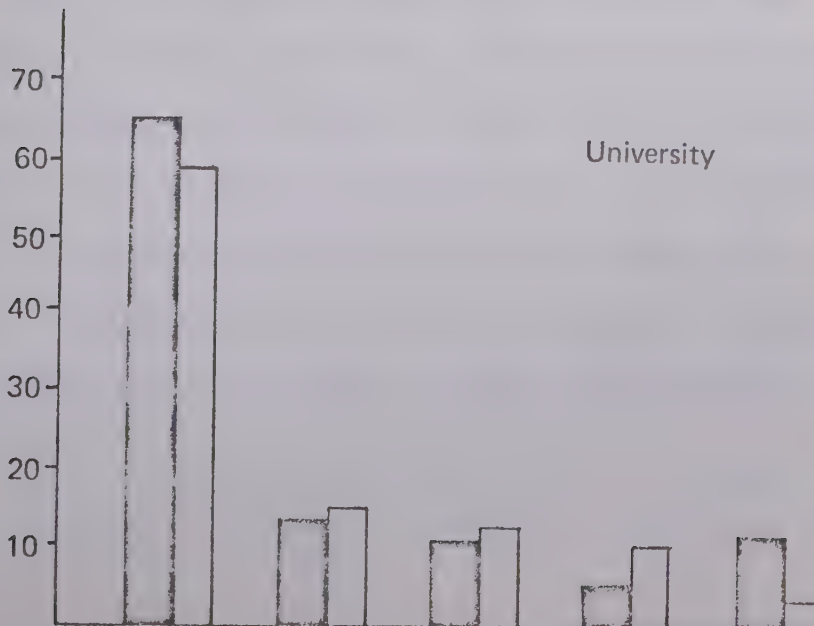
% INFLUENCE



41

University

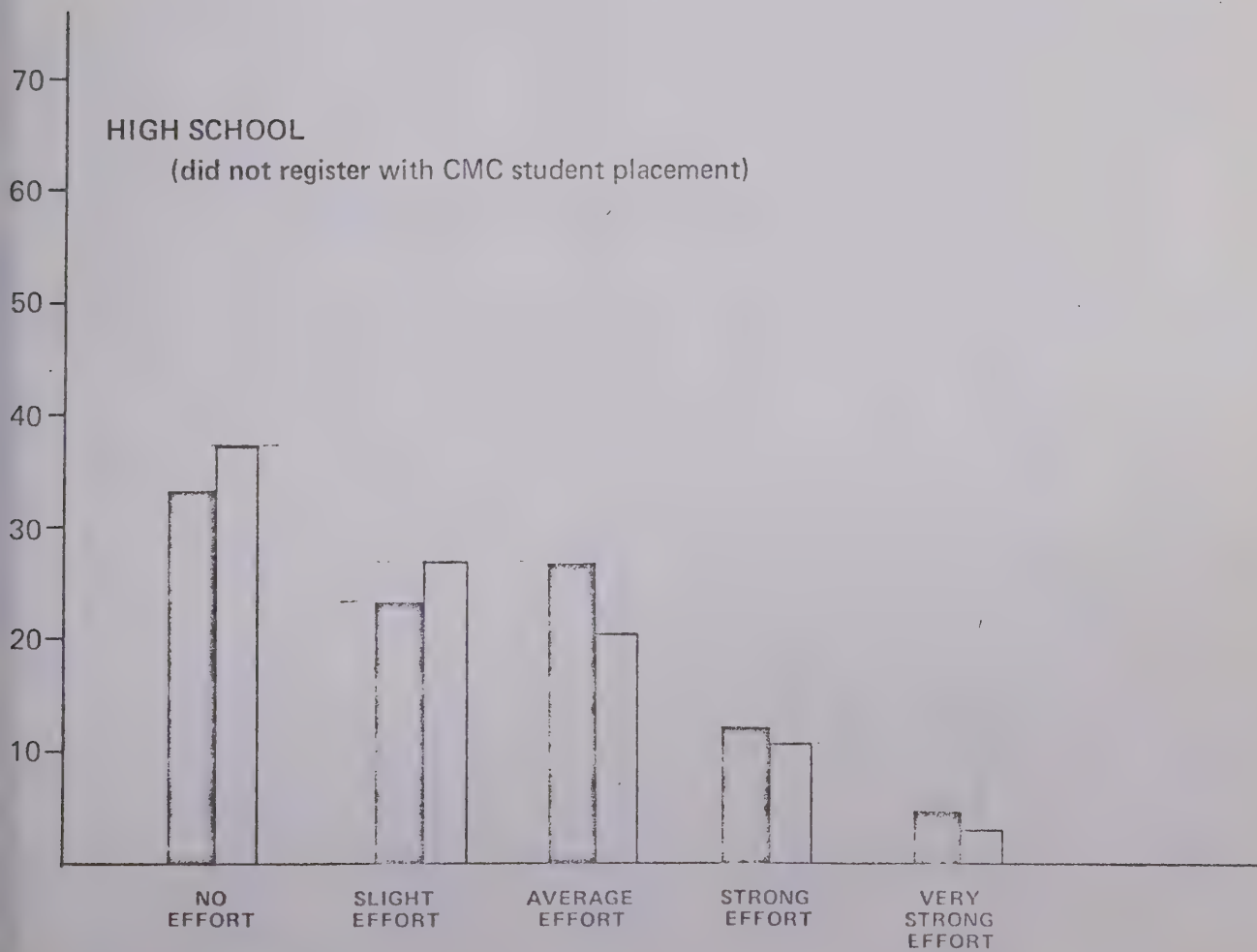
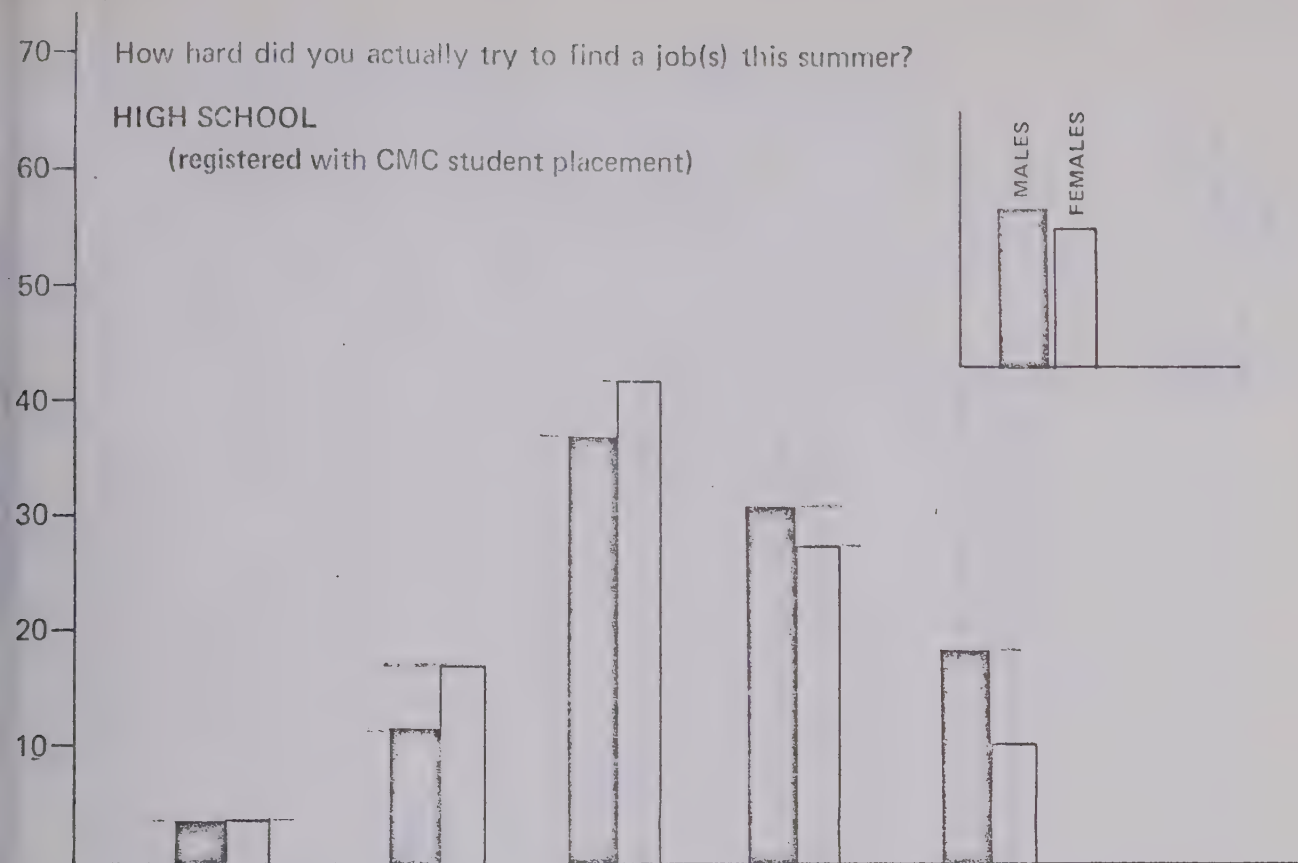
% INFLUENCE



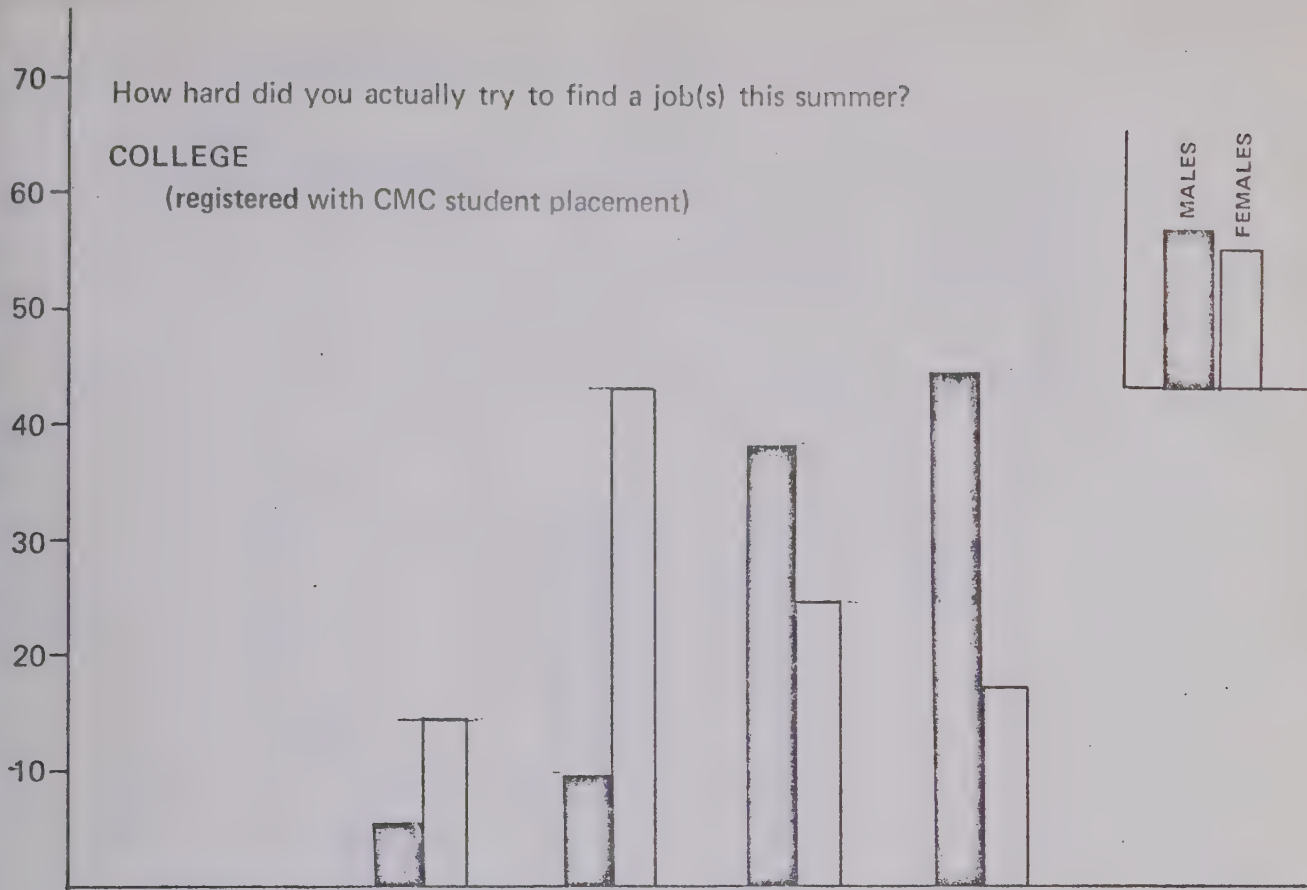
pointed out earlier, while parents may be credited by a student with getting him a job, other agencies or persons may have played an equally important part.

In a study of this type, it would be naive to assume that all students are equally motivated to seek employment for the summer. Indeed, it is likely that individual students do not look for work with the same determination from one month to the next. The same is true of employers with respect to their looking for students and the situation should therefore be viewed as a reciprocal process. Figures 42 - 47 highlight a critical variable in terms of student motivation to find employment. At all three levels of education it is clear that those who registered with C.M.C. rate themselves as significantly more motivated to find employment than those who chose not to register with C.M.C. While it is true that some students fail to register with C.M.C. for reasons other than a lack of motivation (i.e. assertion of independence), the clear relationship between these two variables of registration and effort expended would allow one to reasonably operationalize the concept of motivation in terms of C.M.C. registration. Future studies might do well to consider the absence of C.M.C. registration plus no evidence of employment as a means of separating those available and seeking work from those individuals who would not be regarded as a part of the summer work force.

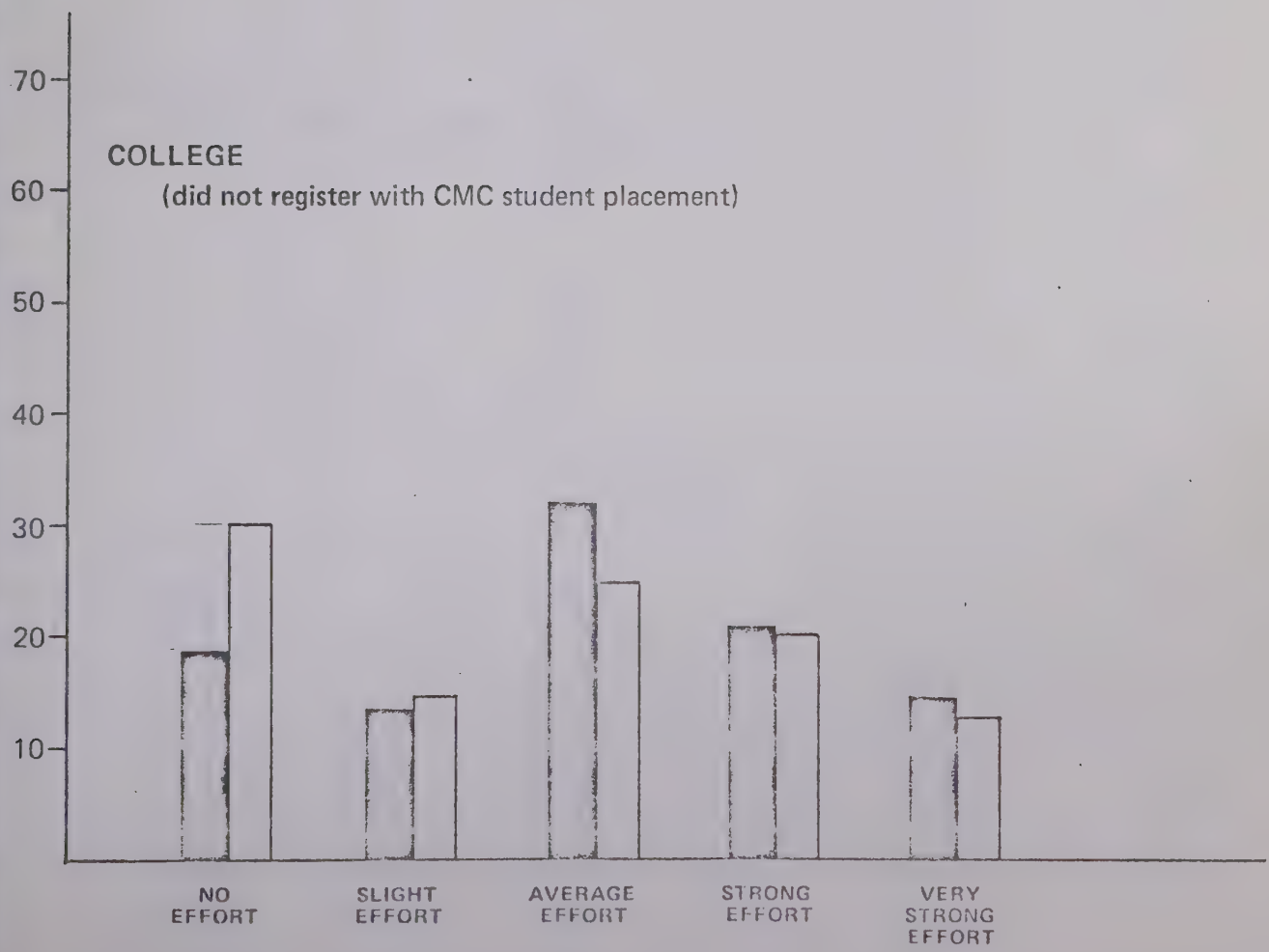
Considerations such as these play havoc with the researcher in this area. For instance, one can easily be misled if a particular result indicates that only 35% of a sample found employment during the summer.

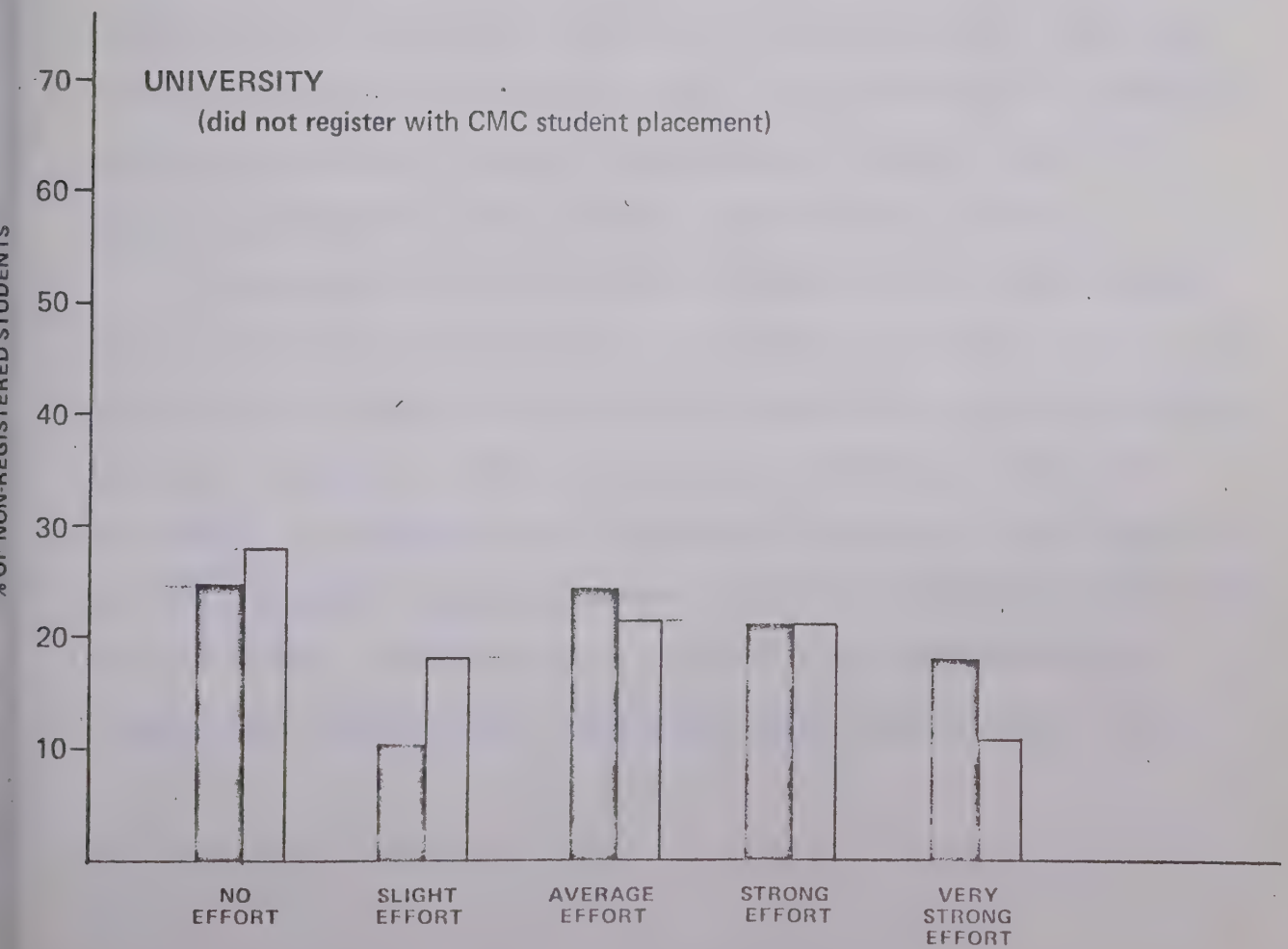
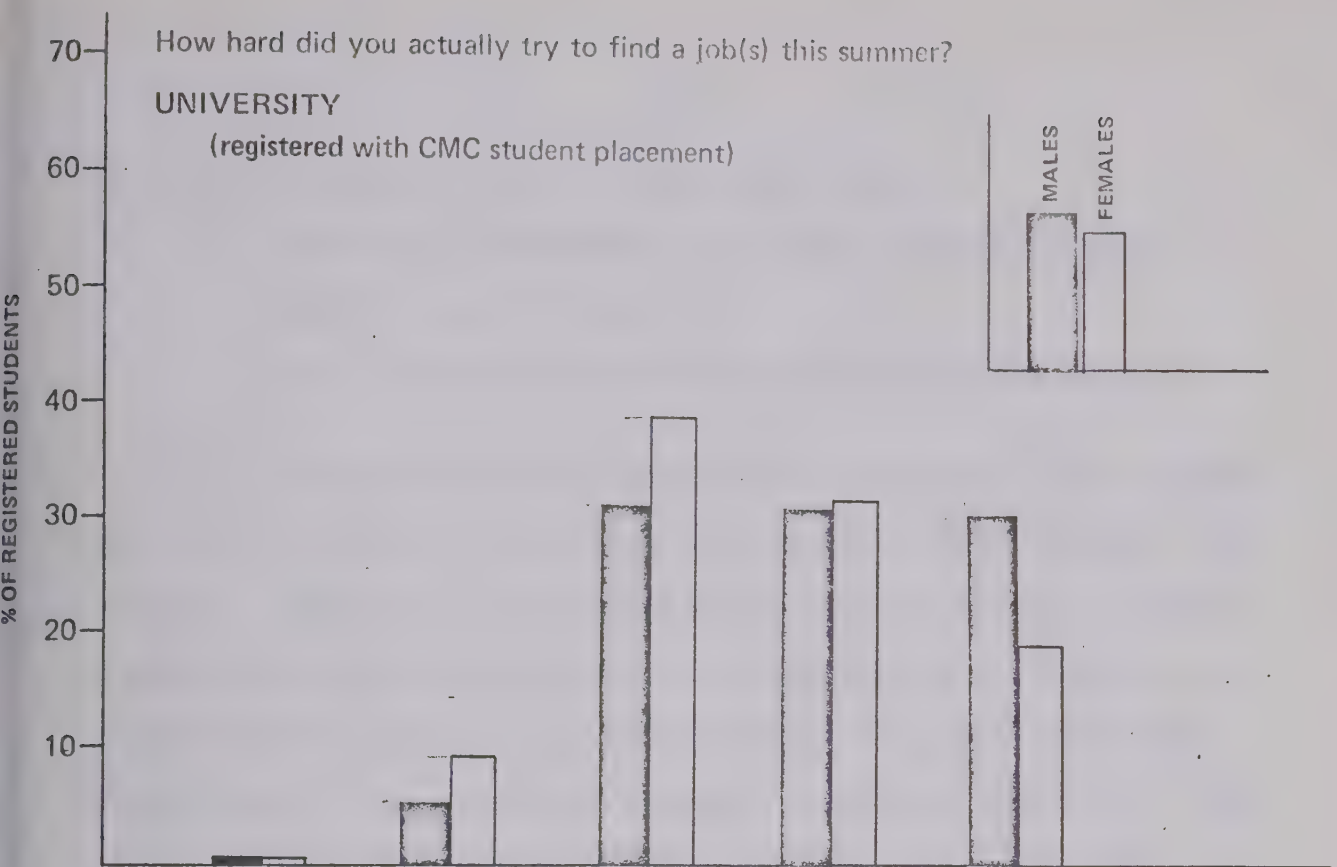


% OF NON-REGISTERED STUDENTS



% OF NON-REGISTERED STUDENTS



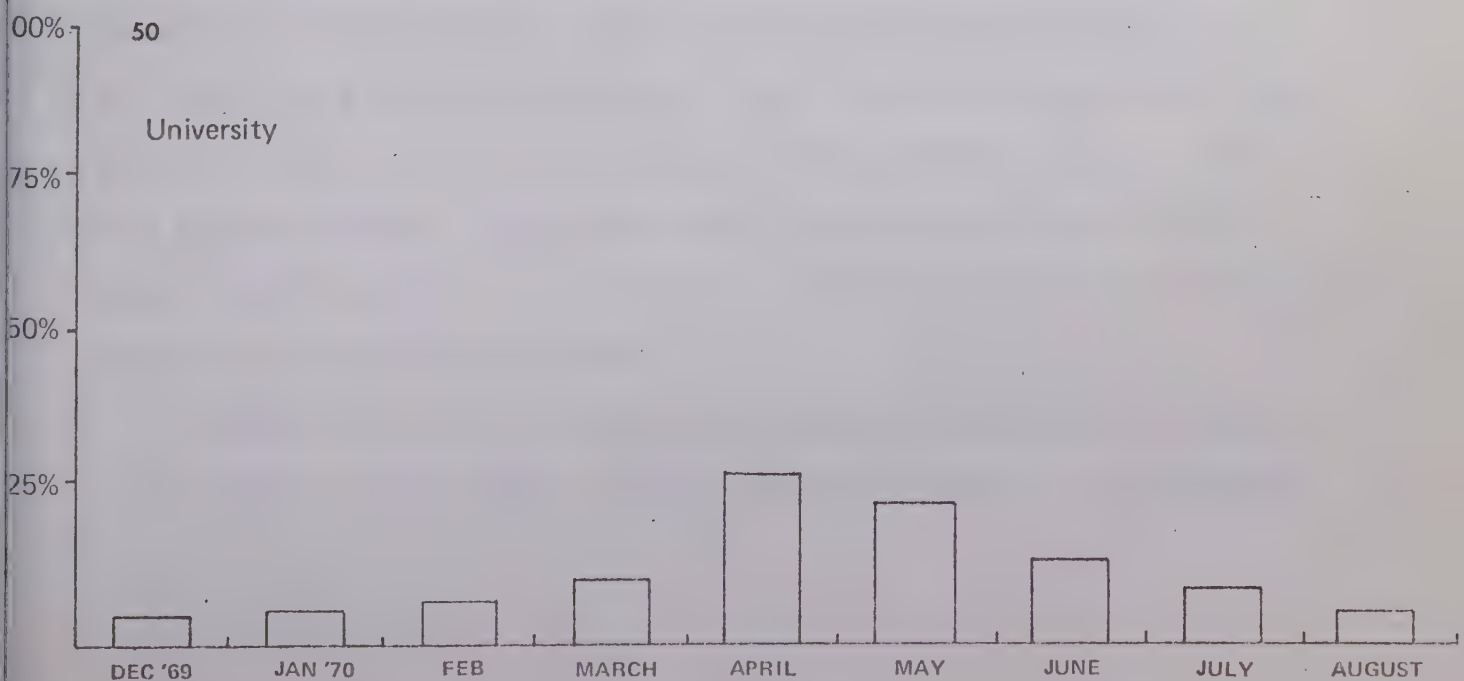
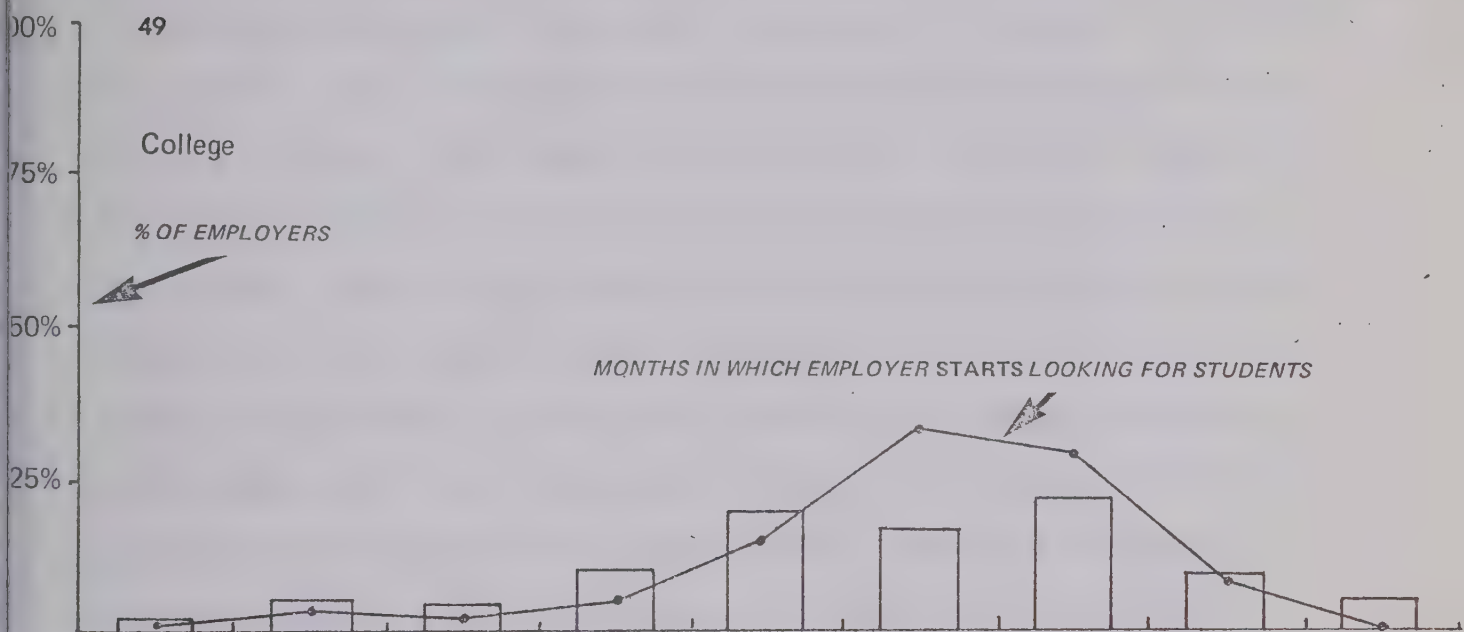
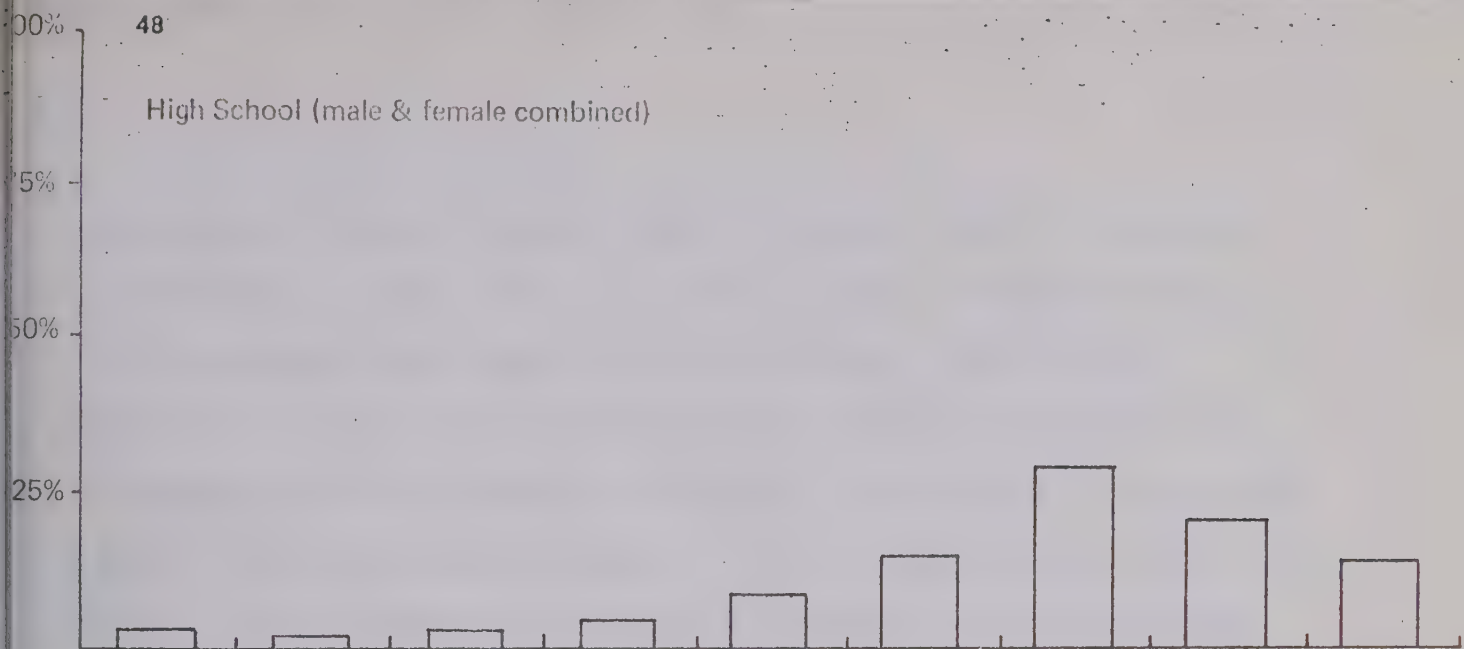


At least two questions should follow in quick order:

- (1) How many in the sample were actually looking for work and how hard did they try?
- (2) How long did the job last and what was the rate of pay?

It is not appropriate to simply count the number of jobs students held without reference to the hours of work and earnings resulting from that job. Casual jobs for instance are an important source of student income during the summer yet counted as equivalent to a summer-long job they distort the picture in an unrealistically favourable direction. Further, at all three levels of education (registered with C.M.C.) males indicate expending a somewhat greater effort in looking for a job. One reasonable interpretation would suggest that females simply despair of finding a job rather early in the season or recall the dismal employment and salary prospects of the previous year. This explanation is supported in the present study in terms of dollars earned and hours worked for females as contrasted to the relative success of male students.

In considering the distribution of effort over the months leading up to and through the job season, it is apparent from Figures 48 - 50 that the high school students start later and continue more strenuously beyond the point at which the effort of college and university students has diminished. The shortened holiday period of high school students and the resulting shortened employment season make June the logical month for their greatest effort. The distribution of effort for college students is somewhat more flattened than that for university students in that April,



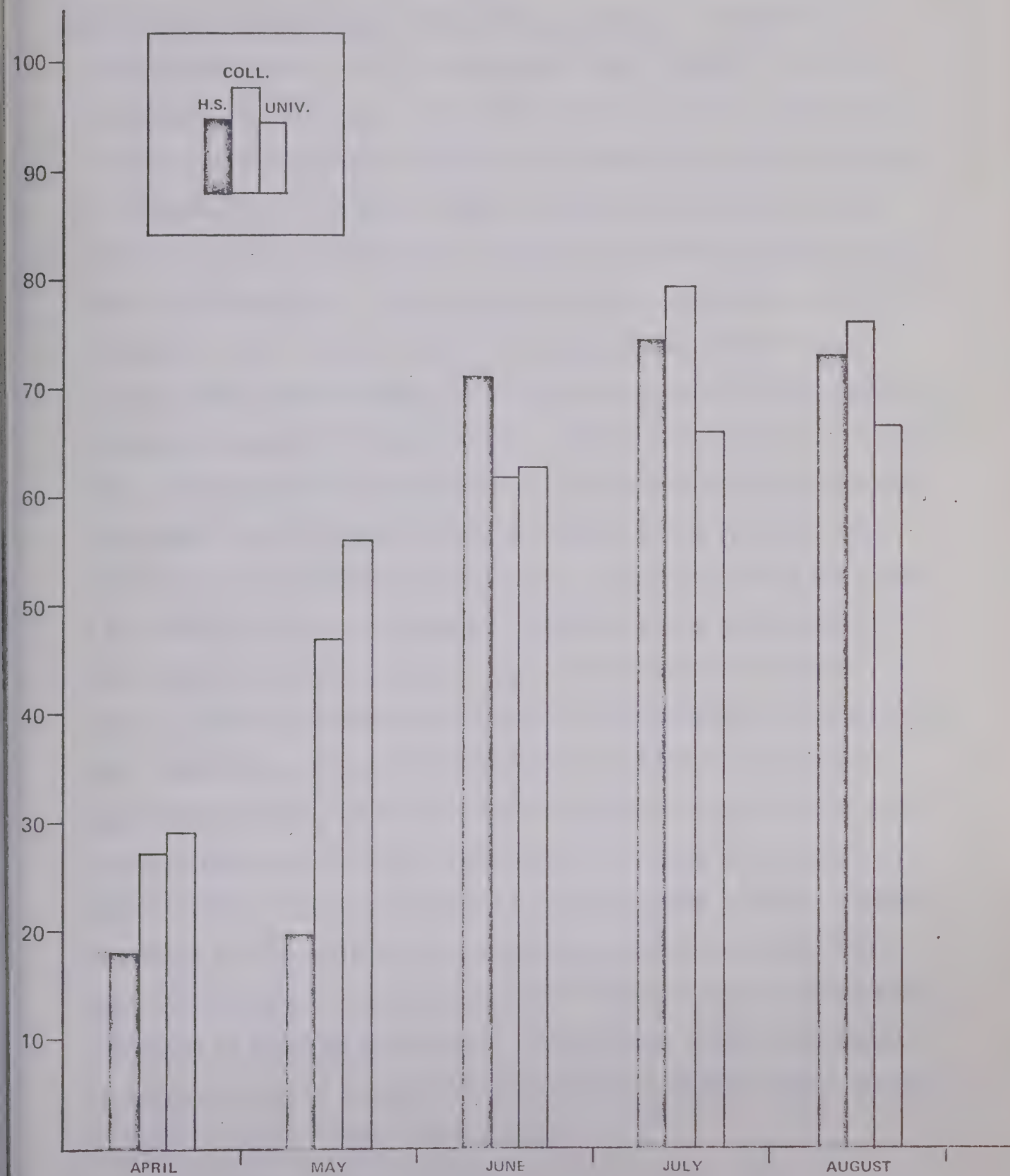
Distribution by Month of Total Effort in Seeking a Summer Job.

May and June represent the peak months for student effort. In the case of university students, April is clearly the month of greatest effort with succeeding months tapering off fairly rapidly. With further reference to Figure 49 the college graph also depicts the distribution of employer effort in looking for students. May, then, is the peak month during which the greatest percentage of employers start looking for student help. It is of interest to note that approximately 39% of the employers do not begin looking for students until the month of June with 8% initiating the search in July. Virtually none (.5%) of the employers begin to recruit students in August. This comparison would further suggest that relatively few employers (approx. 6%) have initiated their search for summer help before March. What is particularly striking about this comparison is the extent to which the employer search initiation "curve" coincides with the student effort "curves" in the case of college and university students. It would suggest that high school students would be well advised to begin their job seeking activity one to two months earlier. Many of the employers will want students to start immediately (i.e. April and May), in which cases high school students will not receive consideration. However, it is likely that a sizable proportion of these jobs may not have to be filled until the high school students are free of their studies. In any event, high school students in particular should consider getting onto the job market somewhat earlier at the same time recognizing the danger of allowing job seeking to cut into study time.

Figure 51 further draws attention to the understandably late entry of high school students onto the summer employment market. It is somewhat

FIGURE 51

• % of students available and ready to work in each month.
(Male and Female combined)



puzzling to see approximately 19% of the high school students both available and ready to work in the months of April and May, well ahead of the date on which school is dismissed. These may well be students enrolled in Grade 12 courses offered at the Lethbridge Community College or, involves jobs which can be "handled" along with the last month of studies. Another striking aspect of Figure 51 (Table 5) and one that is supported by Figures 48 - 50 depicting the effort expended by students in looking for a job, is that during the peak employment months of June, July and August, approximately one-third to one-quarter of the students are neither available nor ready to work. Reference to Table 6 (Appendix A) would indicate that only in the case of university students can attendance at a summer school program be viewed as a major reason for their being unavailable for employment offers. In the case of high school and college, a far lower percentage of students is attending summer programs and such a reason must be regarded as minor. Also, the data discussed earlier dealing with the question of motivation in seeking employment has relevance here. Undoubtedly travel, and possibly the availability of financial support from parents, or the need for a recuperative period, may well be more important considerations in explaining why something substantially less than 100% of the students are available and ready to work. Statements purporting to be descriptive of the employment situation for any given summer should always take into account the fact that not all students were interested in a job for the summer. In the present instance for example, at best only 2 out of 3 university students were available during the peak employment months of June, July and August.

In further assessing the approaches employed by students to the employment situation, reference to Figure 52 would indicate that while males and females are about equal in terms of the percentage registered with C.M.C., fewer College students register than High School students and, in turn, a larger percentage of University students registers than do those at the High School level. It may well be that College students are drawn from the rural areas and are taking programs which qualify them for jobs in which there is a demand for their specialized training. Many College students may have specialized job contacts already established or jobs waiting upon their return to the farm. Figure 38 further highlights the discrepancy in approach between the High School students and those in the College and University. C.M.C. registrations peak at least a full month later (May) in the case of High School students.

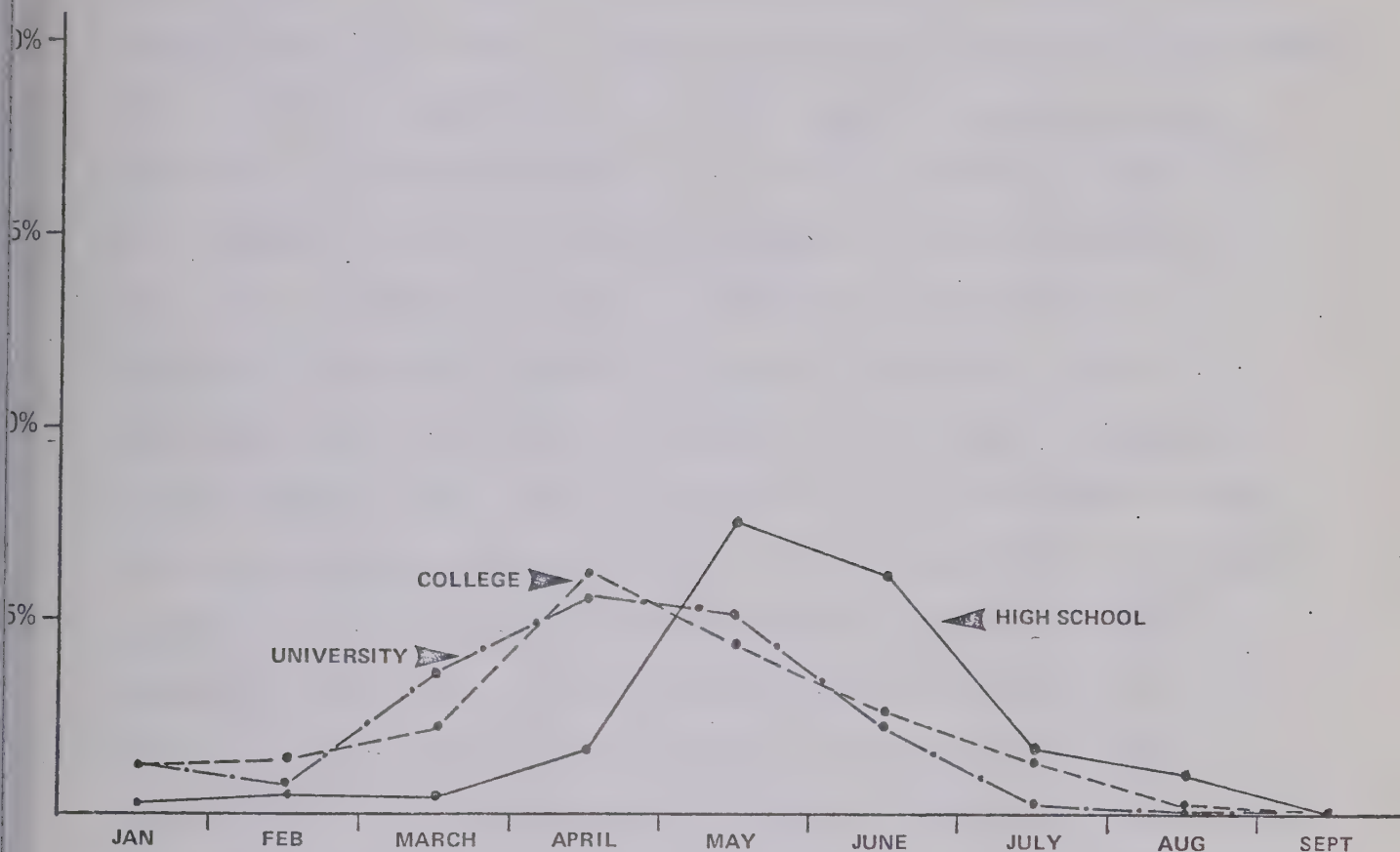
The percentages reflected in Table 7 (Appendix A) probably say more about the geographical distribution of students' permanent residence than it does about their job seeking aggressiveness in registering with offices beyond Lethbridge. It is likely that the question presented in Table VIII was somewhat misleading in that the original intent of the question was to ascertain the number of private employment agencies utilized by students. It was apparently construed to mean the number of visits to the personnel offices of private companies. Therefore, it would seem appropriate to disregard the figures contained in this table except as it perhaps provides a crude index of the level of job seeking activity.

The student is frequently confronted with a personal dilemma in his

FIGURE 52

Percentage of Students Who Registered With C.M.C.

	HIGH SCHOOL	COLLEGE	UNIVERSITY
MALE	43.7	38.6	57.4
FEMALE	41.2	38.4	56.9



MONTH IN WHICH STUDENTS REGISTERED WITH C.M.C. (MALES & FEMALES COMBINED).

Percentage of Total C.M.C. Registrations Completed at Offices Outside Lethbridge.

	HIGH SCHOOL	COLLEGE	UNIVERSITY
MALE	17.9% (N = 33)	30% (N = 11)	25% (N = 30)
FEMALE	12.9% (N = 29)	20% (N = 7)	24.3% (N = 25)

*N = NUMBER OF STUDENTS REGISTERING ELSEWHERE WITH C.M.C.

Percentage of Total Registrations (C.M.C. + private employment agencies) completed with non-governmental agencies.

	HIGH SCHOOL	COLLEGE	UNIVERSITY
MALE	42.7% (N = 127)	38.7% (N = 15)	36.5% (N = 44)
FEMALE	44% (N = 117)	28.6% (N = 7)	29.9% (N = 29)

*N = NUMBER OF STUDENTS REGISTERING WITH NON-GOVERNMENTAL AGENCIES.

attempts to maximize his summer earnings. The dilemma is in the form of a question as to whether it is a better strategy to turn down a modest job offer early in the year in hopes of obtaining a better paying one versus the risk of being unemployed for the summer should the second job not materialize. An attempt was made in the survey to assess the extent to which students declined job offers, presumably in hopes of receiving a better one. A grand total of 403 job offers were turned down by all students of which males declined 292 jobs and females 111. Table 3 (Appendix A) indicates a steady increase in jobs declined from December on, resulting in a peak of 88 in the month of July. The reasons for such refusals of job offers are undoubtedly varied and might well be the object of future investigations. The puzzling statistic presented in Table 8 indicating that a total of 784 jobs were available and only 750 were filled is perhaps best explained in terms of the inordinantly large number of jobs reported as declined by students. Undoubtedly many of the jobs turned down by students were picked up by other students. However, it would be valuable to know if: (1) of those individual students who turned down jobs how many ultimately were employed for the summer, and (2) if the employers eventually filled those positions which were declined by students. The answer to the former question is possible by working through the original data of the study.

As indicated earlier, the approach of the employers to the summer employment market somewhat coincides with the effort of students in terms of those influences which prompted them in their decision to hire students. It is clear that the advertising of C.M.C. has a considerable impact in

that thirty-eight percent of the employers report being influenced in their decisions by this means. As Figure 22 indicates, the category of "other" accounts for forty-six percent of the total influence. As suggested above, this may mean that either employers had already decided to hire students for the summer or the direct appeal by students on a face-to-face basis influenced their decision. Thus, the latter interpretation may well be supported by their report of hiring largely as a result of direct contact with the students: 80% as contrasted with 8% of their hirings being by way of C.M.C. job orders and 4% through other means.

The figure of a 6% influence by way of the Chamber of Commerce letter writing program is viewed by the writers as encouraging. We would urge the continuation of this employer to employer appeal. Similarly, door to door canvassing is also deserving of support as a means of influencing employers to provide summer jobs, a point developed in a later section of this report.

The relatively high esteem in which the C.M.C. student placement officers are held by other students prompts the writers to urge an expansion of the present level of support for this aspect of the student summer placement program. We feel it is critically important that students work with other students rather than government officials dealing with students in this field. Similarly, we would stress the importance of students contacting prospective employers along with members of the professional community. Contrary to what is often implied in the news media, employers have a very good impression of students as workers, and in our view,

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probably prefer to deal directly with young people. We would therefore recommend the following:

....(1) *that the student placement officer program be expanded and (2) re-constituted to include more equal numbers of male and female officers.*

The latter point in the above recommendation is made with reference to the Lethbridge situation which involved the use of only one female student placement officer. In view of the rather shocking disparity between male and female earnings it is felt that such a move may go some distance in resolving such differences. Firstly, it would be difficult for Canada Manpower to direct aspects of their advertising program towards the hiring of females when they themselves have shown a clear preference for males. Secondly, some girls may be understandably reluctant to approach the male officers for assistance in getting a summer job. Finally, female placement officers may be more successful than males in direct contact with employers during the early phases of the placement program, during which time they attempt to generate openings on a face-to-face basis with prospective employers. With respect to this last point, we would urge (1) greater effort be made in the first month of the program by having more officers going door to door in the business community, and (2) that they similarly canvas towns in the surrounding area. Many students have their own transportation and would willingly commute on a daily basis to communities within a 50 mile radius. In a similar vein, while the student placement officers are attempting to generate jobs at distant points, it is suggested that the local service organizations (i.e. Chamber

of Commerce) consider similar ties with their counterparts in the towns and centres nearby. Thus in summary, we are proposing that the attempt to generate jobs for students be a coordinated effort on the parts of both the C.M.C. student placement officers and such service organizations as are willing or able to participate.

It is further our assessment of the situation that the activities of the student placement program represent a unique function. We do not see this area of student summer employment as being a major responsibility of Canada Manpower but rather view their role as one of facilitating and coordinating the operation of various community programs. It is important to ensure that various satellite employment programs have access to the administrative skills of C.M.C., yet retain a sufficiently large degree of autonomy within their operations. A representative committee of those organizations and individuals able to help and interested in student summer employment such as the one functioning in Lethbridge this past summer would seem an optimal arrangement for an employment region. In this way, students essentially can run their own show yet avail themselves of the administrative and to a degree, financial backing of C.M.C. At the same time they enjoy the support of service organizations and the additional jobs which such backing can and does produce. Service organizations themselves can also engage in aspects of a coordinated program by way of bringing student employment to the attention of their membership through letter writing and personal contact.

One additional form which satellite employment programs might take would be those civic projects which could be planned and undertaken each spring by local authorities. Such programs might best be undertaken on a

cooperative basis involving student representatives, service organizations, C.M.C. etc., within a particular community. Most service organizations seem to have their own community projects and while all of their projects are probably not worked upon in any given year, a rotating arrangement could perhaps be entered into with the playground equipment and buildings of one organization being renovated in one year and the tree planting program of another organization being upgraded the second year. The kinds of projects are many and varied yet all seem to offer the potential for employing students during the summer. The coordination of such a program would seemingly require the involvement of numerous elements within a community and we would suggest that something along the lines suggested above might be optimal.

The following is intended to offer a few suggestions which may be considered in the establishment of priorities in this tight budget year. Throughout the report it is obvious that increasing levels of education result in increasing hours of work and pay. It is also our view that the post secondary students are in somewhat greater need than the high school students particularly in view of the fact that many high school students are being directly supported by their parents in view of their younger years. We wish to make the following point quite clear:

That high school seniors looking for summer employment are for the most part in essentially the same plight as college and university students.

That is to say, they have graduated from high school and by virtue of the fact that they are looking for part time work we infer that most

are planning a continuation of their education in the fall. Those who are not looking for part time work undoubtedly have plans for or are seeking permanent employment. Thus, support for student summer employment programs should include high school seniors. If priorities have to be set, then they should be established at a lower level.

ADDITIONAL IMPLICATIONS

It is perhaps appropriate to say a few words with respect to the type of employment made available through government sponsored programs for students. It is clear from the factor analytic study described below that the important dimensions, related to summer jobs are those of Outdoors, Altruism and educational experiences. Many students are concerned with the state of the society in which they are pursuing their education and further, the impact of that society upon the environment. Many of these students will take less money if the job provides an opportunity to make a contribution to bettering the environment of the plight of less fortunate members of society. We therefore recommend that:

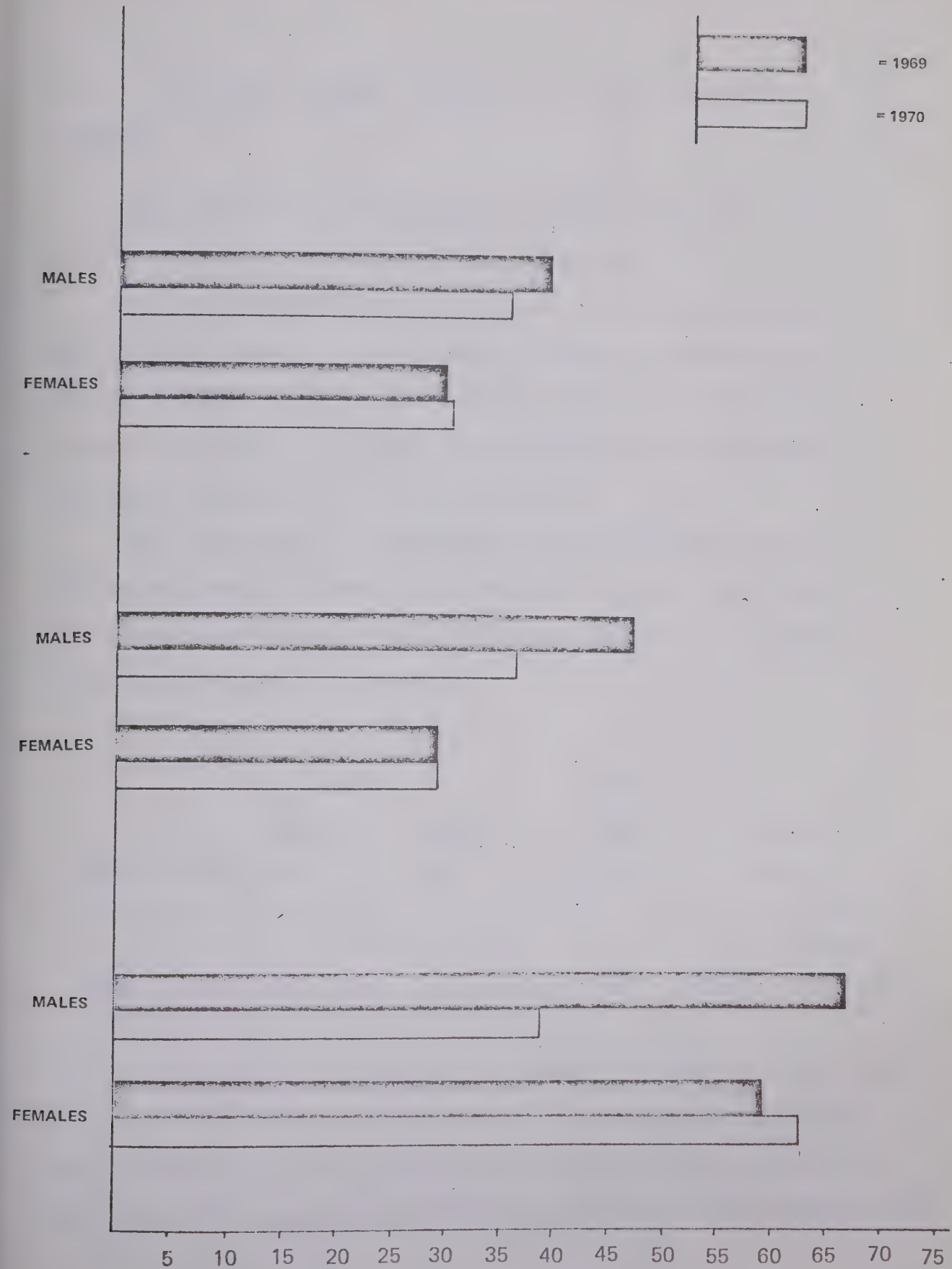
....programs be sponsored which allow the expression of the altruistic and creative motives of our students.

Thus, programs involving reforestation, wildlife conservation, cleaning of waterways, volunteer social work with minority groups, recreation programs, etc. should be established to meet the needs and preferences of students so motivated.

When one thinks of summer employment, it is usually the case that one is led to focus upon jobs lasting most or all of the summer. The importance of casual jobs is usually minimized. The findings of this report would suggest to the contrary that short run jobs constitute an

important potential source of student income (see Figure 53). In making the comparison between long term and casual jobs, it is the view of the writers that relatively more could be done in the area of casual jobs. Considerable incomes have been amassed by individual students as a result of six or even a dozen individual jobs worked at over the summer for periods ranging from a single day to a few weeks. We would suggest that this potential source of summer earnings be developed by satellite employment operations conducted by students in cooperation with local service organizations. The high esteem in which students are held by employers suggests that they are also highly regarded by citizens of the community, and appeals for casual jobs on a face-to-face basis may be highly successful. It is our firm conviction that citizens in the community would respond enthusiastically to direct contacts by representatives of student employment groups. There is undoubtedly a saturation point for full time as well as casual jobs and while we are undoubtedly some distance from maximizing the number of full time summer jobs within a given community, we feel that we have scarcely scratched the surface with respect to casual jobs.

Related to the question of casual jobs is the sponsorship of individual student entrepreneurs. We would encourage the use of local screening committees (perhaps members of the Chamber of Commerce) to review proposals submitted by students interested in setting up a summer business. From our inquiries we are satisfied that most of these ventures have been more than successful and we would therefore recommend:



Average Hours Worked per Casual Job in 1969-1970.

...continued government sponsorship of individual business proposals.

Such support could take the form of either a repayable, low interest loan, or a combination of loan and grant.

The data contained herein with respect to the total earnings typical of the average student in each of these six categories, in addition to pointing out the discrepancy between level of education and sex with respect to earnings, raises immediate implications for provincially administered assistance programs.

As a rough guide to a comparison between the minimum gross earnings expected of students by the Students Assistance Board and what actually was earned on the average by the students in our sample, the following figures are provided:

	<u>Female</u>		<u>Male</u>	
	<u>S.A.B.</u>	<u>Sample</u>	<u>S.A.B.</u>	<u>Sample</u>
Matriculants	\$150.	\$76.	\$300.	\$241.
<hr/>				
	\$328.	(College)	\$813.	(College)
Undergraduates	\$500.	\$381. (University)	\$800.	\$1,042. (University)
<hr/>				

On the basis of the present total sample, the students earn on the average \$350.00 ($817,782 \div 2337$) with only the College and University males averaging the amount required by the Alberta Students Assistance Board. With the average being \$350.00 it should be noted that approximately

half the students are making a lesser sum. In view of the differences in earning power demonstrated by males vs females, and by level of education, it is clear from the present study that the amount to be realistically expected should be adjusted in accordance with these two factors of sex and education. It is therefore our recommendation that:

.....the Alberta Students Assistance Board consider the adoption of an expected earning budget item which is more closely in accord with what is typical of the earnings of the aforementioned six groups.

If the Students Assistance Board is to continue a policy of expecting summer earnings, it should be tied more closely to what is realistically possible for most students to acquire in any one summer.

FURTHER COMMENT

A suggestion prevailed to the effect that many students who were required to take out a Union membership subsequently found either

- (i) No job was forthcoming and/or the Union made no effort to place them or
- (ii) they were not refunded a percentage of the Union dues which they had paid in advance.

This is not to suggest that a Union is legally bound to refund the dues of new members who are unsuccessful in finding work. Rather, the concern here was to assess the extent of such occurrences.

Reference to Table 9 would suggest that a relatively small number of students are in this situation and although Unions are not reported as being particularly helpful, except in the case of University males, we were not prompted at this time to recommend anything more than to suggest that Union organizations consider this question. It may be possible to establish a partial refund policy for unemployable members within "X" number of days following membership.

A final suggestion, presented through the news media by the businessmen of Banff, was made to the effect that the school term be advanced further into the Fall. Nothing in this report would suggest support for such a proposal in terms of advantages to students. Moving the Spring recess date ahead would indeed cut into many jobs in the non-recreational area. In summary, while such a proposal would undoubtedly benefit the merchants of Banff, it would not improve the earnings of students province-wide; indeed in our view it would be a retrograde step.

DIMENSIONS OF MALE AND FEMALE SUMMER JOB PREFERENCES

Discussions with the cooperating agencies and individuals during the planning stage revealed a need to understand the bases upon which students make decisions to accept one type of employment as opposed to another. A range of opinion was available on the question of what was important to students in terms of the kind of job they wanted for the summer. It seemed likely that the amount of money which a job offered was important, but then so too were other less obvious motivations. It also seemed likely that the preference of females with respect to summer jobs differ substantially from that of males.

While a number of studies have investigated the dimensionality underlying occupational preferences, virtually nothing is known of the preference dimensions of short run or summer jobs. Each year hordes of High School, College and University students invade the employment market for a variety of jobs, none of which will last beyond September and only a few of which ever materialize as career choices. While earnings would seemingly continue as the dominant motivation, the secondary dimensions could quite conceivably differ markedly from those underlying full time employment choices. For instance, in most parts of Canada outdoor work during the summer has considerable appeal as contrasted to the harsh winter months when students are confined to the classroom. Thus, an indoors-outdoors preference dimension might be expected to underly summer employment whereas it may not be in evidence with full time career preferences. Perhaps

an opportunity for advancement-type dimension would be dominant in the latter case. As with career preferences male and female differences were anticipated. The present exploratory study then attempted to determine the dimensional structure presumed to underly male and female summer employment preferences.

PROCEDURE

A list of the diverse jobs was compiled representing the full range of summer job types typically open to students. A description of each job was provided and the salary indicated in each case. The descriptions were written in such a way as to detail for the student the nature of his or her duties. In the case of the more technical jobs it was made clear that either previous experience was unnecessary as on-the-job training would be provided. A nine point scale ranging from "Not Preferred" to "Strongly Preferred" accompanied each job description. The scales were completed by 120 male and 141 female first and second year Community College students.

RESULTS

The mean rated male and female preferences for each of the summer jobs is tabled in Appendix C.

The measures were intercorrelated and subjected to factor analysis by the Method of Principal Components followed by Varimax rotation. In

the case of both males and females a six factor solution was indicated.

A. MALE Sample

- (a) Factor I - Consumer contact (This factor accounts for 40.1 per cent of total variance)

The high factor loadings on Department Store Clerk (.75), Service Station Attendant (.67), Motel Desk Clerk (.54) and Elevator Operator (.42) reflects a dominant preference for summer jobs which offer the opportunity to interact with the consumer public. Many of the students in this sample anticipate careers within the business community where social skills are at a premium. Such summer jobs offered the chance to test and develop their abilities in preparation for future, related careers.

- (b) Factor II - Altruism (22.1 per cent)

The fact of extremely low wages and social good being associated with the work of the volunteer Social Worker (.81) and Playground Workers (.69) highlights the altruistic motives underlying summer job preferences.

- (c) Factor III - Outdoors (3.4 per cent)

The high factor loadings on Fruit Picker (.79), Flagman (.71), Elevator Operator in a resort area (.38) and Sugar Beet Worker (.30) clearly portray a preference for jobs which take them out of doors and out of the city.

(d) Factor IV - Abdication of Responsibility (1.4 per cent)

An interpretation recognizing a preference for jobs which do not require responsibility for or to other workers, or to the public but simply involve doing one's job, is suggested by the factor loadings on Poultry Processor (.87), Meat Wrapper (.60), Library Assistant (.59), and Sugar Beet Worker (.52).

(e) Factor V - Responsibility (1.4 per cent)

The jobs on which the highest factor loadings occur share a common element of responsibility expected of the employee. A lesser degree of power is also implied by the loadings on Research Assistant (.75), Customs Officer (.61), Elevator Operator (.50), Tour Guide (.48), and Motel Desk Clerk (.40).

(f) Factor VI - Dollars (1.1 per cent)

While this factor is marginal in importance, the loadings on Clothing Model (.82), Meat Wrapper (.52) and Motel Desk Clerk (.49) suggest a theme of earning potential is associated with the ordering of these jobs. The correlation between the ordering on this factor and the wages associated with each job was significant (Pearson $r = .665$ $p < .01$).

B. FEMALE Sample

(a) Factor I - Outdoors (32.6 per cent)

The loadings on Sugar Beet Worker (.74), Flag Girl (.72), Service Station Attendant (.60), Fruit Picker (.59), and Volunteer Social Worker (.47) clearly describe a theme of preference for the outdoors. This dimension is essentially the same as that described under Factor III of the male sample.

(b) Factor II - Dollars (14.6 per cent)

Meat Wrapper (.81), Poultry Processor (.67), Motel Desk Clerk (.40). The correlation between this dimension and the wages associated with each job is again significant (Pearson $r = .698$ $p < .01$).

(c) Factor III - Social (3.1 per cent)

This uniquely female dimension reflects a preference for summer jobs which afford optimal opportunities for meeting eligible males. Thus, Elevator Operator in a "large resort hotel" (.81), Department Store Clerk (.47), and Fruit Picker in the vacationland of southern British Columbia (.41) all hold promise of an active social life.

(d) Factor IV - Self Fulfilment (2.6 per cent)

This factor is similar to Factor II, Altruism, of the male sample. The inclusion of Clothing Model (.73), in addition to Playground Worker (.73) and Volunteer Social Worker (.40), suggests an expanded preference for such jobs as will allow the realization of a more personal kind of

success as well as those which provide a focus for altruistic drive.

(e) Factor V - Responsibility (1.0 per cent)

Customs Officer (.83), Tour Guide (.48), Research Assistant (.43), Flag Girl (.25).

(f) Factor VI - Education (1.0 per cent)

The high factor loadings on Library Assistant (.81), Research Assistant (.49) and the lesser loadings on Department Store Clerk (.35) and Volunteer Social Worker (.33) suggests a preference for jobs in which the academic learning process is continued.

DISCUSSION

What is initially surprising about the factor structure of male and female summer job preferences in the relegation of the Dollar dimension to a position of marginal importance in the case of males and to second in importance for females. The higher relative position of the Dollar dimension for females possibly reflects more the desperate financial plight of the girls rather than a need to amass wealth. Given that women were given increased opportunities to earn monies comparable to that earned by men, the writers would predict a decline in the importance of the Dollar dimension in the factor structure of the female sample.

Also, of immediate note is that of the six factors identified, only 3 (Outdoors, Responsibility and Dollars) are common to both samples.

There seems little question therefore, that males and females differ markedly with respect to their job preferences with the females clearly favoring employment out of doors. This latter finding offers firm support for the suggestion made earlier that the Federal and Provincial governments expand those student summer programs involving the restoration of our natural environment and the upgrading of underprivileged minorities. Both the male and female samples place a premium on the dimensions of Outdoors and Altruism or Self-Fulfillment.

ROTATED FACTOR LOADINGS - MALES

JOB	I	II	III	IV	V	VI
Flag Man	.23	.18	.71	-.99E-01	.19	.21
Volunteer Social Worker	-.13	.81	.22	.47E-01	-.58E-01	.14
Tour Guide	.23	.59	.82E-01	-.67E-01	.48	.16
Sugar Beet Worker	.19	.32	.30	.52	-.22	-.79E-01
Elevator Operator	.42	.28E-01	.38	.17	.50	.45E-01
Fruit Picker	.73E-01	.19	.79	.12	.14	-.60E-01
Customs Officer	.25	.13	.16	-.12	.61	.18
Playground Worker	.26	.69	.13	.77E-01	.24	.29E-01
Motel Desk Clerk	.54	-.10	-.18	.20	.40	.49
Department Store Clerk	.75	.23	.12	-.30E-01	-.78E-01	.14
Service Station Attendant	.67	-.17E-01	.24	.22	.14	-.24
Meat Wrapper	-.13	-.17	.29	.60	-.45E-01	.52
Research Assistant	-.18	.10	.86E-01	.76E-01	.75	-.11
Poultry Processor	.46E-01	-.52E-01	-.91E-02	.87	.43E-01	.28E-01
Clothing Model	.25E-01	.29	.63E-01	.67E-03	.35E-01	.82
Library Assistant	.26	.36	-.29	.59	.24	.11E-01

ROTATED FACTOR LOADINGS - FEMALES

JOB	I	II	III	IV	V	VI
Flag Girl	.72	.45E-01	.51E-01	.62E-01	.25	-.13
Volunteer Social Worker	.47	-.28	-.16	.40	.51E-01	.33
Tour Guide	.18	-.34	.33	.35	.48	.16
Sugar Beet Worker	.74	.17	-.59E-01	.14E-01	.53E-01	.15
Elevator Operator	.11	.11	.81	.80E-01	.20	-.51E-01
Fruit Picker	.58	-.61E-01	.41	.12	-.41	.13
Customs Officer	.89E-01	.12	.20	-.32E-01	.83	.18E-01
Playground Worker	.30	-.47E-01	-.98E-01	.73	.12	.16
Motel Desk Clerk	-.29E-01	.40	.34	-.15	.71E-01	.26
Department Store Clerk	.29E-01	.38E-01	.47	.26E-01	.19E-01	.35
Service Station Attendant	.60	.39	.30	.26E-01	.15E-01	.95E-01
Meat Wrapper	.15	.81	.87E-01	-.74E-01	.48E-01	.41E-01
Research Assistant	.18	.10	-.18	.19	.43	.49
Poultry Processor	.16	.67	-.19E-01	.30	.18	.89E-01
Clothing Model	-.23	.21	.33	.73	-.97E-01	-.86E-01
Library Assistant	-.33E-01	.98E-01	.20	.41E-01	-.21E-01	.81

APPENDIX A
REFERENCED TABLES

TABLE 1

Total Hours Worked and Dollars Earned - 1969, 1970

("All" Students)

		-1969-			-1970-			Employ- ment Av. hrs.per Av.hr. Student Wage	% Hourly Increase/ Decrease
		\$-All Jobs	Hrs.	Av.Hr. Wage	\$-All Jobs	Hrs.			
High School	- Males (N=788)	120,225	62,722	\$1.92	190,407	116,650	148	\$1.63	-15%
	Females (N=752)	27,038	26,926	\$1.00	57,527	60,302	80	\$.95	- 5%
College	- Males (N=119)	74,763	32,017	\$2.34	96,771	48,975	411	\$1.98	-15%
	Females (N=101)	26,454	20,853	\$1.27	33,171	25,585	253	\$1.30	+ 2%
University	- Males (N=333)	299,381	116,344	\$2.57	346,878	154,394	463	\$2.25	-12%
	Females (N=244)	67,985	44,953	\$1.51	93,028	64,742	265	\$1.44	- 5%
		<u>\$615,846</u>	<u>303,815</u>		<u>\$817,782</u>	<u>470,648</u>			

*It would be entirely unjustifiable to "compare" 1969 with 1970 in the above table. See text for a discussion of this point.

TABLE 2

Total Hours Worked and Dollars Earned - 1969, 1970

	\$-All Jobs	Hours	Av. Hr. Wage	\$-All Jobs	Hours	Av. Hr. Wage
High School	<u>Males</u>					
Grade 11	24,287	12,783	\$1.90	98,331	56,599	\$1.74
Grade 10	65,554	31,818	\$2.06	52,289	39,479	\$1.32
	<u>Females</u>					
Grade 11	3,910	4,184	\$.93	28,870	25,824	\$1.12
Grade 10	16,853	12,389	\$1.36	17,144	19,805	\$.87
College	<u>Males</u>					
First yr.	15,060	7,112	\$2.12	48,394	24,588	\$1.97
	<u>Females</u>					
First yr.	2,350	2,032	\$1.16	14,430	12,865	\$1.12
UNIVERSITY	<u>Males</u>					
Second yr.	65,727	20,928	\$3.14	105,387	43,532	\$2.42
First yr.	97,261	37,800	\$2.57	84,147	47,062	\$1.79
	<u>Females</u>					
Second yr.	16,425	13,085	\$1.26	26,133	17,538	\$1.49
First yr.	23,050	13,423	\$1.72	29,091	20,047	\$1.45

Sample is constituted of the same subjects for each group within the comparison although the sample size is unknown.

TABLE 3

How Many Jobs (or referrals) Did You Turn Down Before You Accepted
Your Main Job, AND, in Which Months Did You Turn Them Down?

MONTH	HIGH SCHOOL		COLLEGE		UNIVERSITY		TOTAL
	Males	Females	Males	Females	Males	Females	
DECEMBER 1969	6	2	0	0	2	2	12
JANUARY 1970	5	1	4	0	0	3	13
FEBRUARY 1970	6	0	1	0	11	2	20
MARCH 1970	11	0	3	1	11	6	32
APRIL 1970	18	0	1	1	34	13	67
MAY 1970	27	4	2	0	23	14	70
JUNE 1970	33	10	5	6	17	17	72
JULY 1970	31	13	10	5	10	3	88
AUGUST 1970	16	3	1	2	4	3	29

TABLE 4

SAMPLE SIZE

HIGH SCHOOL		COLLEGE		UNIVERSITY	
Males	Females	Males	Females	Males	Females
788	752	119	101	333	244

HIGH SCHOOL	N = 1,540
COLLEGE	N = 220
UNIVERSITY	N = 577
<hr/>	
TOTAL	2,337

TABLE 5

Number of students AVAILABLE and READY to work in each month

MONTH		HIGH SCHOOL		COLLEGE		UNIVERSITY	
		Males	Females	Males	Females	Males	Females
April	Available	160	110	37	16	111	54
	Not available	614	608	68	73	216	185
	(non-responses)	14	34	14	12	6	5
May	Available	179	127	61	31	186	133
	Not available	597	591	44	58	141	106
	(non-responses)	12	34	14	12	6	5
June	Available	582	472	72	49	202	152
	Not available	193	245	33	41	125	87
	(non-responses)	13	35	14	11	6	5
July	Available	591	517	81	74	218	157
	Not available	184	200	24	16	109	82
	(non-responses)	13	35	14	11	6	5
August	Available	578	515	77	72	216	158
	Not available	197	202	28	18	111	81
	(non-responses)	13	35	14	11	6	5

TABLE 6

Percentage of Students Attending a Summer School

	High School	College	University
Male	2.5%	1.7%	12.7%
Female	4.4%	6.0%	19.0%

TABLE 6A

Percentage of Attending Summer School Students Who
Attended Because They Couldn't Find a Job

	High School	College	University
Male	17.0% (N=18)	0.0% (N=2)	8.6% (N=35)
Female	37.5% (N=32)	0.0% (N=6)	24.0% (N=42)

TABLE 7

Total Hours Worked By Geographical Region

GEOGRAPHICAL AREA	HIGH SCHOOL		COLLEGE		UNIVERSITY	
	Males	Females	Males	Females	Males	Females
Southern Alberta	89,185	48,617	37,114	21,083	121,147	50,112
Central Alberta (Calgary to Edmonton)	2,890	3,693	1,096	1,096	14,017	7,550
Northern Alberta (North of Edmonton)	2,450	280	3,552	1,008	3,011	517
British Columbia	1,886	892	428	2,034	4,976	2,156
Saskatchewan	460	450	392	000	000	200
Other	672	693	695	000	4,109	1,050

TABLE 8

Student Employment Potential Versus Jobs Realized (E.Q.)

Total number of jobs available.....	= 784
Total number of jobs filled.....	= 750
Total number of summer jobs which would have lasted longer <u>if</u> <u>students did not have to return to school</u>	= 154
Total Number of weeks (up to max. of 4 weeks per job).....	= 349
Total number of students who quit early (before they had to return to school).....	= 153
Total number of additional <u>days</u> work thereby available.....	= 2,000 (400 wks.)
Total number of jobs otherwise available to students except for Union pressure to hire only their members.....	= 23

TABLE 9

In general, how helpful did you find your Union was in trying to find you a job?

	HIGH SCHOOL		COLLEGE		UNIVERSITY	
	Males	Females	Males	Females	Males	Females
Not Helpful	8	2	8	0	7	4
Slightly Helpful	3	0	3	0	1	0
Somewhat Helpful	9	1	1	1	6	0
Very Helpful	0	0	0	0	11	1
Exceedingly Helpful	3	0	0	0	6	0
(Non-respondents)	765	749	107	100	302	239
Total	788	752	119	101	333	244

APPENDIX B

STUDENT AND EMPLOYER QUESTIONNAIRES

Kindly DO NOT WRITE YOUR NAME on this questionnaire.

STUDENT SUMMER EMPLOYMENT SURVEY

This survey is sponsored by the Provincial Department of Youth and the cooperating agencies listed below. It is an attempt to gather data on the recent summer employment situation which will form the basis for future government policy and programs. A set of related questions is also being asked of Southern Alberta employers.

Your cooperation and care in completing the questionnaire is appreciated. A summary of the results will be released to the news media in the Fall.

City of Lethbridge
Lethbridge Chamber of Commerce
Lethbridge Community College Placement Office
Lethbridge School District #51
Lethbridge School District # 9
Lethbridge Herald
Department of Indian Affairs
Department of Youth
Canada Manpower
Trades and Labor Council
University of Lethbridge Placement Office
Student's Society - University of Lethbridge
Student's Union - Lethbridge Community College

For any further information regarding the survey, kindly contact Mr. Rodger Conner (Project Coordinator), Business telephone 327-8535, Residence telephone - 328-1997.

Male: _____. Single: _____. Age: _____.
Female: _____. Married: _____. Home town or County: _____.

Present level of education (completed): High School - Grade 10: _____, Gr. 11: _____, Gr. 12: _____.
Community College - 1st. year _____, 2nd. year _____.
University - 1st. year _____, 2nd. year _____, 3rd. year _____, 4th. year _____.

Major area of study: _____.

1. (a) Did you register with the student placement section of the Lethbridge Canada Manpower Centre (C.M.C.)? Yes: _____, No: _____.
If "Yes", on approximately what date did you register? _____/70.

(b) Other than the Lethbridge Canada Manpower Centre, how many other C.M.C. offices did you register with? Zero: _____, One: _____, Two: _____, Three: _____, Four: _____.

(c) How many non-governmental, private employment agencies did you register with? (does not include personnel offices of companies): Zero: _____, One: _____, Two: _____, Three: _____.

2. What percentage(%) of your total effort in seeking a summer job would you estimate you put forth in each of the following months?

* The total percentage for all months below should equal 100%.

Dec'69 Jan'70 Feb'70 March April May June July August

_____ + _____ + _____ + _____ + _____ + _____ + _____ + _____ + _____ = 100%

3. To what extent were you influenced by your parents (or spouse, if applicable) in your choice of the kind of summer job you sought?

Not Influenced	Slightly Influenced	Somewhat Influenced	Strongly Influenced	Very Strongly Influenced
----------------	---------------------	---------------------	---------------------	--------------------------

4. Place a check mark in each month during which you were available and ready to work.

April May June July August

5. Did you attend a summer school program? Yes: _____, No: _____.
If "Yes", did you attend summer school because you could not find a job? Yes: _____, No: _____.

6. How hard did you actually try to find a job(s) for this summer?

Made No Effort	Made A Slight Effort	Made An Average Effort	Made A Strong Effort	Made A Very Strong Effort
----------------	----------------------	------------------------	----------------------	---------------------------

7. In general, how much effort do you feel the student placement officers in the Lethbridge Canada Manpower Student Placement program make in trying to find jobs for students?

No Effort	Slight Effort	Average Effort	Strong Effort	Very Strong Effort
-----------	---------------	----------------	---------------	--------------------

8. In general, how effective do you feel the Lethbridge Canada Manpower Student Placement program has been in finding jobs for students?

Extremely Ineffective	Somewhat Ineffective	Neither Effective nor Ineffective	Somewhat Effective	Extremely Effective
-----------------------	----------------------	-----------------------------------	--------------------	---------------------

9. How many CASUAL (lasted for less than 1 week) summer jobs did you have this summer (1970)? : _____ .
The total number of days worked for all casual jobs this summer = _____ days.

10. If you found REGULAR (lasted for longer than 1 week) summer employment, please indicate when you began and when each of your job(s) ended. In the example below student "X" held 2 jobs for the summer, one for 3 weeks in May, and the other for 8 weeks in July and August.
*Join a pair of circles to show each week worked (assuming 4 weeks per month).

EXAMPLE:

Jobs	April				May				June				July				August				September			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Job #1	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
Job #2	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o
Job #3	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o

* Code for Type of Employer:
F = Federal Government.
M = Municipal Gov't.
P = Provincial Gov't.
I = Industry (private).
E = Educational Institution.

** Code for Job Location:
1 = Southern Alberta
2 = Central Alta (Calgary to Edmonton)
3 = Northern Alta (North of Edmonton)
4 = B.C.
5 = Saskatchewan
6 = Other

Jobs	April				May				June				July				August				September				Month in Which You Accepted Job Offer	Check If Job Held Previous Summer (1969)	Average Hours Worked Per Week	Type Of Employer	Job Location	Contact Or Lead
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4						
Job #1	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o						
Job #2	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o						
Job #3	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o						
Job #4	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o						
Job #5	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o						
Job #6	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o	o						

*** Place a number from the code (below) next to each job to indicate the contact or lead that GOT you the job.

- | | | |
|--|--|--|
| 1 = Parent(s).
2 = Other relatives.
3 = Friends.
4 = Church contact.
5 = Univer., College or H.S. placement. | 6 = C.M.C. "Hire A Student" T.V. advertising.
7 = "Hire A Student" radio advertising.
8 = "Hire A Student" newspaper advertising.
9 = C.M.C. referral.
10 = Other ads in news media. | 11 = Direct contact with employer.
12 = Direct contact with Union.
13 = Job promised from las year.
14 = Other. |
|--|--|--|

11. Estimate your total gross summer earnings this year (1970) from all of the jobs listed in questions #9 and #10 above: \$ _____ .00

Estimate your total gross summer earnings from all summer jobs LAST YEAR (1969): \$ _____ .00

12. Kindly estimate the total number of days you were absent from your summer job(s) for illness or personal reasons: _____ days;for layoffs or strikes: _____ days.

13. How many jobs (or referrals) did you turn down before you accepted your main job, AND, in which months did you turn them down?

* Write the total for each month below:

Dec'69 Jan'70 Feb'70 March April May June July August

14. (a) How many CASUAL (lasted for less than 1 week) summer jobs did you have LAST SUMMER (1969): _____. Total number of days of all casual jobs last summer = _____ days.

- (b) Please list the REGULAR (lasted for longer than 1 week) summer jobs you had LAST SUMMER in the table below:

Regular Jobs	Total Number Of Weeks	Average Weekly Hours Worked	Type Of Employer	Code:
				F= Federal Gov't. M = Municipal.
				P= Provincial. I = Industry
				E= Educational Institution.

Job #1

Job #2

Job #3

Job #4

Job #5

Job #6

15. (a) For how many of your jobs was Union membership required BEFORE you were considered for the job?if answer is "zero" move to question #16.

- (b) If you did take out a Union membership(s) in order to be considered, were you successful in getting a job through that Union? Yes: _____, No: _____.

- (c) If you were unsuccessful in getting a job through the Union, was your membership fee refunded? Yes: _____, No: _____.

- (d) If answer to item (c) above is "No", which Union did not give you a refund?

: _____.

- (e) In general, how helpful did you find your Union was in trying to find you a job?

Not Helpful	Slightly Helpful	Somewhat Helpful	Very Helpful	Exceedingly Helpful
-------------	------------------	------------------	--------------	---------------------

16. Use the space below for any comments, criticisms, or suggestions you may wish to make related to student summer employment:

Kindly DO NOT WRITE YOUR NAME OR THAT OF YOUR FIRM on this questionnaire

EMPLOYER SUMMER EMPLOYMENT SURVEY

This survey is sponsored by the Provincial Department of Youth and the cooperating agencies listed below. It is an attempt to gather data on the recent summer employment situation which may form the basis for future government policy and programs. We would like to ultimately obtain a clear and precise picture of student employment this past summer and not have to rely on the not-too-accurate guesses and estimates of the "experts". Your cooperation and care in completing this questionnaire would therefore be greatly appreciated.

A set of related questions has also been asked of Southern Alberta students. A summary of the results will be released to the news media in the Fall.

City of Lethbridge
Lethbridge Chamber of Commerce
Lethbridge Community College Placement Office
Lethbridge School District #51
Lethbridge School District # 9
Lethbridge Herald
University of Lethbridge Placement Office
Students' Society - University of Lethbridge
Students' Union - Lethbridge Community College
Department of Indian Affairs
Department of Youth
Canada Manpower
Trades and Labor Council

For any further information regarding the survey, kindly contact Mr. Rodger Conner (Project Coordinator), Business telephone 327-2171, Extension 273, Residence telephone - 328-1997.

1. Does your business have any positions which could, or, have been filled by students during the summer months? Yes: _____, No: _____.

IF THE ANSWER TO QUESTION #1 ABOVE IS "No" THEN KINDLY STOP AT THIS POINT AND RETURN THE QUESTIONNAIRE IN THE STAMPED, ENCLOSED ENVELOPE.... Thank You!

2. If "Yes" to question #1 above, in what month do you start looking for students to fill your summer job vacancies? Month of: _____.

3. How many job openings for students did you have this year?

Zero One Two Three Four Five Six Specify
Number

4. For each of the job openings indicate the time during which they were filled by students. Join a pair of circles to show each week worked (assuming 4 weeks per month). In the example below employer "X" had 2 jobs which were filled by students, one for 3 weeks in May, and the other for 10 weeks during June, July, and August.

Example:

Jobs	April	May	June	July	August	September
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Job #1	o o o o o	o — o — o	o o o o o	o o o o o	o o o o o	o o o o o
Job #2	o o o o o	o o o o o	o — o — o	o o o o o	o o o o o	o o o o o
Job #3	o o o o o	o o o o o	o o o o o	o o o o o	o o o o o	o o o o o

Jobs	April	May	June	July	August	September
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Job #1	o o o o o	o o o o o	o o o o o	o o o o o	o o o o o	o o o o o
Job #2	o o o o o	o o o o o	o o o o o	o o o o o	o o o o o	o o o o o
Job #3	o o o o o	o o o o o	o o o o o	o o o o o	o o o o o	o o o o o
Job #4	o o o o o	o o o o o	o o o o o	o o o o o	o o o o o	o o o o o
Job #5	o o o o o	o o o o o	o o o o o	o o o o o	o o o o o	o o o o o
Job #6	o o o o o	o o o o o	o o o o o	o o o o o	o o o o o	o o o o o

Average weekly
hours worked

M = Male
F = Female

- * If number of jobs filled by students was greater than 6, please specify total and the average number of hours worked weekly for all of the jobs:

Total jobs = _____.

Average hours = _____.(per week).

5. How many of the above jobs would have lasted longer if the students did not have to return to school? _____. Estimate total number of weeks: _____.

6. (a) How many students quit early? (i.e., before they had to return to school)

Zero One Two Three Four Five Six Specify
Number

(b) Estimate the total additional number of days that your student employees could have worked had they not quit early: _____ days.

7. In general, how satisfied were you with the work of your student employees this summer?

Very Somewhat Neither Satisfied Somewhat Very
Dissatisfied Dissatisfied Nor Dissatisfied Satisfied Satisfied

8. If you indicated some dissatisfaction with the work of some of your student employee(s), kindly check off the reason(s) for your dissatisfaction:

Poor appearance: _____. Lateness.....: _____. Absenteeism.....: _____.
Laziness.....: _____. Poor attitude: _____. Poor job ability: _____.
Other (explain): _____

9. How many of your student employees would you estimate were hired as the direct result of your being influenced by the "Hire A Student" campaign advertising of Canada Manpower?

Zero One Two Three Four Five Six Specify
Number

10. As an employer of students, how valuable to your operation do you find the student placement services of the Lethbridge Canada Manpower Centre to be?

Not Valuable	Slightly Valuable	Somewhat Valuable	Very Valuable	Extremely Valuable
-----------------	----------------------	----------------------	------------------	-----------------------

11. How useful do you feel the Canada Manpower Centre student placement program has been to the region?

Extremely Useless	Somewhat Useless	Neither Useful Nor Useless	Somewhat Useful	Extremely Useful
----------------------	---------------------	-------------------------------	--------------------	---------------------

12. Of those summer jobs filled by MALE students this summer, how many of them could have been handled as well by FEMALE students?:_____.

If you had such a job(s) and a qualified female applied next year, would you be willing to hire her? Yes:_____, No:_____.

13. If economic conditions in Canada were to remain the same through next summer, how many summer job openings would you expect to have available for students next year?

More than 2 less (Specify)	Two Less	One Less	Same Number	One More	Two More	More than 2 more (Specify)
----------------------------------	-------------	-------------	----------------	-------------	-------------	----------------------------------

14. In your hiring procedures, did you hire mainly (1) direct contact with the student_____.
(2) C.M.C. job order....._____.
(3) other:_____.

15. Please check those advertising channels which favorably influenced you in your decision to hire students:

Chamber of Commerce letters:_____.

Door to door canvassing.....:_____.

C.M.C. "Hire A Student" T.V. advertising:_____.

C.M.C. "Hire A Student" Radio advertising:_____.

C.M.C. "Hire A Student" Newspaper advertising:_____.

Other ads in news media:_____.

Other: (specify)_____.

16. How many additional student summer jobs would you estimate would otherwise be available in your operations were it not for Union pressure to hire only their members? _____.

17. Use the space below for any comments, criticisms, or suggestions you may wish to make related to student summer employment:

Thank You!

APPENDIX C

FACTOR ANALYSES OF JOB PREFERENCES

A short time ago, students and employers in the Lethbridge area were asked to complete a questionnaire on summer employment. The survey was designed to assess among other things, the availability of jobs, the type of industry in which jobs are typically found, average summer earnings, etc. That survey is nearing completion and will be publicized shortly.

A related question is the type of jobs PREFERRED by students. By way of exploring this question we would ask you to take 5 minutes, read each of the hypothetical job descriptions below, and check how strongly you would prefer each job if it were available to you.

Each of the 16 jobs described on the attached pages can be filled by either males or females, also no special training or qualifications are necessary in order to be considered.

Kindly DO NOT SIGN this form - simply check the strength of your preferences and return it in the stamped, addressed envelope.

Thank you.

Rodger Conner
Project Coordinator

Business Telephone - 327-2171,
Extension 273
Residence Telephone - 328-1997

Cooperating Agencies

City of Lethbridge
Lethbridge Chamber of Commerce
Lethbridge Community College Placement Office
Lethbridge School District #51
Lethbridge School District # 9
Lethbridge Herald
Department of Indian Affairs
Department of Youth
Canada Manpower
Trades and Labor Council
University of Lethbridge Placement Office
Students' Society - University of Lethbridge
Student's Union - Lethbridge Community College

MOTEL DESK CLERK required by local motel to greet and register guests. Also responsible for booking reservations. Salary: \$450.00 per month.

Not
Preferred

Strongly
Preferred

(1) (2) (3) (4) (5) (6) (7)

DEPARTMENT STORE CLERKS needed by large city department store. Must be able to meet the public. No experience necessary, training provided. Starting salary of \$200.00 per month.

Not
Preferred

Strongly
Preferred

(1) (2) (3) (4) (5) (6) (7)

SERVICE STATION ATTENDANTS (male and female). Pump gas and provide general service check for customers. Training provided on the job. Must be willing to work shifts every other week. Monthly earnings approx. \$240.00.

Not
Preferred

Strongly
Preferred

(1) (2) (3) (4) (5) (6) (7)

MEAT WRAPPERS for large local food outlet. Training provided - union membership of \$25.00 required. Starting salary: \$125.00 per week.

Not
Preferred

Strongly
Preferred

(1) (2) (3) (4) (5) (6) (7)

RESEARCH ASSISTANTS required by the Federal Government Research Station to assist various types of researchers working on diverse projects. Every attempt will be made to place assistants with researchers working in areas similar to the academic training of the applicants. Salary: \$325.00 monthly.

Not
Preferred

Strongly
Preferred

(1) (2) (3) (4) (5) (6) (7)

POULTRY PROCESSOR to clean chickens is required by a local poultry processing firm. No experience is necessary. Monthly wage: \$450.00 per month.

Not
Preferred

Strongly
Preferred

(1) (2) (3) (4) (5) (6) (7)

Male and Female CLOTHING MODELS to display latest fashions for department store catalogues. No experience necessary. \$110.00 per week.

Not
Preferred

Strongly
Preferred

(1) (2) (3) (4) (5) (6) (7)

LIBRARY ASSISTANTS required by university library to help with cataloguing of new volumes. Also, to prepare summaries of selected works in areas of the students' academic interests. Salary: \$310.00 per month.

Not
Preferred

Strongly
Preferred

(1) (2) (3) (4) (5) (6) (7)

FLAGMEN & FLAG GIRLS wanted by a Calgary construction firm to work on highways in central Alberta. Room and board provided. \$250.00 per month.

Not

Preferred

Strongly
Preferred

<u> </u> (1)	<u> </u> (2)	<u> </u> (3)	<u> </u> (4)	<u> </u> (5)	<u> </u> (6)	<u> </u> (7)
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

VOLUNTEER SOCIAL WORKERS required to work with children on Alberta Indian reservations. Room and board provided plus modest stipend.

Not

Preferred

Strongly
Preferred

<u> </u> (1)	<u> </u> (2)	<u> </u> (3)	<u> </u> (4)	<u> </u> (5)	<u> </u> (6)	<u> </u> (7)
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

TOUR GUIDES needed by Western Canadian Travel agency to conduct tours, work at information booths, etc. in National Parks. Must enjoy meeting the public. Salary \$330.00 plus occasional tips. Room and board (\$60.00 per month) deducted from salary.

Not

Preferred

Strongly
Preferred

<u> </u> (1)	<u> </u> (2)	<u> </u> (3)	<u> </u> (4)	<u> </u> (5)	<u> </u> (6)	<u> </u> (7)
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

SUGAR BEET WORKERS. Nearby farmer requires physically fit students to hoe sugar beets. Experience not necessary. 10 hour day. \$290.00 per month.

Not

Preferred

Strongly
Preferred

<u> </u> (1)	<u> </u> (2)	<u> </u> (3)	<u> </u> (4)	<u> </u> (5)	<u> </u> (6)	<u> </u> (7)
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

ELEVATOR OPERATOR needed by large resort hotel. No experience necessary - training provided on the job. Must be neat in appearance and willing to meet the public. Salary: \$330.00 per month (room & board included).

Not

Preferred

Strongly
Preferred

<u> </u> (1)	<u> </u> (2)	<u> </u> (3)	<u> </u> (4)	<u> </u> (5)	<u> </u> (6)	<u> </u> (7)
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

FRUIT PICKERS to work in southern British Columbia. Some possibility of overtime. Room and board provided. Salary \$215.00 per month.

Not

Preferred

Strongly
Preferred

<u> </u> (1)	<u> </u> (2)	<u> </u> (3)	<u> </u> (4)	<u> </u> (5)	<u> </u> (6)	<u> </u> (7)
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

CUSTOMS OFFICIERS (male & female) to work at border crossings for Canadian Government Customs Service. Must be mature and able to successfully deal with the public. Uniforms and lodging provided. Starting wage of \$390.00 per month.

Not

Preferred

Strongly
Preferred

<u> </u> (1)	<u> </u> (2)	<u> </u> (3)	<u> </u> (4)	<u> </u> (5)	<u> </u> (6)	<u> </u> (7)
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

PLAYGROUND WORKERS needed by the City of Lethbridge to conduct summer recreational programs for young children in city parks. Salary: \$225.00 monthly.

Not

Preferred

Strongly
Preferred

<u> </u> (1)	<u> </u> (2)	<u> </u> (3)	<u> </u> (4)	<u> </u> (5)	<u> </u> (6)	<u> </u> (7)
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

TABLE 1

Summary of Male and Females Job Preferences

Males		Females	
	Mean		Mean
Motel Desk Clerk	5.55	Motel Desk Clerk	5.90
Customs Officers	5.34	Customs Officers	5.38
Research Assistants	5.00	Tour Guides	5.34
Elevator Operator	4.70	Elevator Operator	4.83
Tour Guides	4.61	Clothing Model	4.82
Meat Wrappers	3.70	Research Assistants	4.74
Clothing Models	3.66	Playground Workers	4.34
Playground Workers	3.56	Library Assistants	4.34
Library Assistants	3.47	Volunteer Social Workers	4.09
Flagmen	3.44	Department Store Clerks	3.95
Department Store Clerks	3.41	Flag Girls	3.65
Service Station Attendants	3.31	Service Station Attendants	3.31
Fruit Pickers	2.87	Meat Wrappers	3.20
Poultry Processor	2.83	Fruit Pickers	2.85
Volunteer Social Workers	2.72	Poultry Processor	2.25
Sugar Beet Workers	1.76	Sugar Beet Workers	1.62

APPENDIX D

STUDENT AND EMPLOYER COMMENTS

EMPLOYER COMMENTS

1. They should be willing to do farm work.
2. The attitude that this educated student may come into the agricultural field and run the business more efficiently than the "dumb farmer" is rather difficult to contend with. The Manpower Centre and the student feel they should be allowed to handle thousands of dollars of machinery. Let's face the fact that all they are able to do (the majority of them) are the "flunky" jobs - eg: paint the fences, buildings, keeping the yards and pruning the shrubs. Also, they are dissatisfied with their pay. \$300.00 a month plus their room and board and laundry. Give us a responsible student and people will support the "Hire a Student".
3. Only a few short years ago I was a student thus I probably spent more money on student wages than is economically necessary in my business. My work is demanding and I had difficulty in convincing my students to produce "quality" work.
4. In hiring students for the operation of intricate farm machinery, (tractors, combines, etc.) I feel only students should be recommended who have a farm background, or previous experience along this line. In my case the student operated a grain truck - fairly satisfactorily. However, a friend hired two students and was forced to release them after one week (farm work). He stated that he would have been forced out of business if he had kept them longer - a case of incompatibility to use of farm machinery.
5. I have been hiring students for the past 15 years - summer employment. Student employees who know they will be moving on the following year invariably show up with a replacement for their jobs, and I have not had any problem with students in the past few years.
6. Students do not seem to like steady labor jobs; all agreed the pay was good but most felt they were on holidays and should be free to come to work or not, just as they pleased, some would ask for time off, others just didn't show for work.
7. This company does not have a union. If needed, we hire students by personal contact. A factor is how badly the student needs funds to complete his/her education and his/her own ability to look for a job.
8. We usually employ about fifteen students during the summer months; however due to the market conditions in our industry this year we did not employ any students.
9. We hire students in Grade IX generally and they continue on until they are through University. We also have students working week-ends on a full time basis. Also two girls were with us until September 19 when they returned to school in Saskatchewan, excellent girls.
10. We would probably hire more if their appearance was better. We usually hire people who we know from previous years and personal contact.
11. The Indians will quite often work for a week, get paid and that's the last you see of them. This was my experience with the first and last students hired by me in 1969.
12. All the advertising and propaganda will not influence our hiring. We had a good supply of young men (16 & 18 years) the past two summers, and are thoroughly satisfied with their work.
13. No comments, no complaints - it has always been our policy to hire students.
14. There is no such a thing as unskilled jobs. Students require on-job training. About the time they become efficient they have to return to school. If the attendance were staggered it could possibly result in a continuity which would result in more employment. Presently it would be serious to have too large a group of students because of crew loss which would be too late in the season to overcome.
15. Most students here want more money, but we pay \$1.85 per hour plus supply the truck and gas to pick up employees. Also if they remember that they don't have to buy a new wardrobe everyday to work in. This alone saves them quite a bit of money. If they work away from home their room is paid. Our work starts as soon in spring as frost is gone and lasts until freeze up, but we will hire a student as soon as they are out of school until he has to return. They put in at least 12 hours a day so their pay cheque is not small.
16. Some students are genuine and interested in learning other ways and means of making their way, other than that way they may be studying for. Others are interested in pay day only and the least they can do.
17. If students are willing to work employers are more than willing to hire them.
18. Of the four I hired, one was very good. The other three were good if you were able to work with them.
19. Our firm did not hire any students this summer. There seemed to be many unemployed "family" men available who needed work to keep their sons or daughters in school or university the next year and they of course have our preference. With the amount of unemployed the Hire a Student program seems exceedingly useless.
20. My business is corral cleaning-spreading manure on fields from feed lots with power driven spreaders mounted on trucks. It requires only male workers. If I have a full crew of regulars (married men preferred) who will work all season from spring thaw to winter freeze-up I do not require students. Very few students like to do this type of work.
21. We would sooner hire a high school student 3 to 1 over university students. Most of our students are repeats from year to year. We find high school students more interested in their jobs and more willing to learn. About 50% of our employees are university students. But we believe them to be exceptions after many interviews.
22. Students we used were hired to haul hay which is ideal for their summer layoff from school as haying season starts around the first of July.
23. It has been our policy to hire students. We have now helped four students in the past to complete their studies over a period of years and have notified present two that they get in touch with us early and if they desire, have a job for them next summer.

24. Every effort should be made by all organizations to get jobs for these young men and women. Government sponsored project could be started such as a park or picnic grounds could be built during summer months to create job openings.
25. We hire students year round - some working part time during the week - some working week-ends only. Any student who works through the year is automatically given summer employment full time for as long as he wants it and is available. When school commences, we go back to part time where we can. Some jobs disappear as they cannot be done on a part time basis. Most generally students are hired to cover for vacation period but can be used depending upon business volume and general over-all condition of regular staff throughout the year. Direct contact and completion of application blank is best way for student to get a job with us. Have four students working part time at present.
26. We have not employed any students in the past, but in 1971 we plan to hire one male who has finished at least Grade 12. He should be capable to doing routine work in a small office as well as physical work in a feed processing plant. He should be available for at least two months and shall receive \$75/week if he meets our expectations. He must be willing to live in our town of 1100 - transportation is not necessary.
27. On rural areas the need for extra help is at a high when students (university) are looking. Yet we receive no applications from university students. The university students who are seeking summer employment should contact these areas as employment possibilities are favorable. The student who returns from university to rural areas usually work on their family farms, leaving local jobs open.
28. We were pleased with the student we hired, they learn quickly. It could be we were 'lucky'.
29. We employed our own children students - 1 boy - 20, 1 girl - 18.
30. We are a very small business and usually employ students whose families have been or are our customers. The students themselves apply for the jobs and I always have a waiting list. The Canada Manpower Centre student placement program is very valuable in larger centers where employers can't possibly know the students they are hiring.
31. There are plenty of willing students available for part time jobs and if they are properly treated, and given proper training and supervision will do a creditable job.
32. Students shouldn't apply for jobs they are not interested in or adapted to.
33. Students seem to feel that their appearance doesn't matter when applying for jobs or after taking on a job. I will not tolerate any person applying for a job with long hair, or wearing slacks or jeans. If they wish to make a favorable impression, then they must be prepared to do something about their appearance. First impressions are lasting.
34. We hire students part time all year and usually hire same ones during the summer as they are partially experienced.
35. I can't answer any of the other questions as the manager is away on holidays. But our experience with part time student employment wasn't very good this year but we hope better next year.
36. We had numerous students apply for work, their appearance in asking for jobs was poor. We will not hire any long haired students.
37. I have tried several times for hire university students and have found they are useless for work or dependability. They could care less for job responsibilities. They give me the impression they have it made, as far as work goes, by going to a university. I find that high school students show more regard for a job.
38. We trained our student so that possibly we might have her return to our operation the next year... in that way she can look forward to work and we can expect more of her for the coming period.
39. Cannot properly assess usefulness of CMC because we are outside of the city and majority of hiring done through direct contact with student, therefore, while CMC is useless to us, still it may be performing valuable service to the city.
40. We are a pharmacy and normally find students delightful to have around. They are intelligent, energetic and willing, and soone become competent to handle most of the work and are able to answer questions intelligently - or at least refer to someone who does. Drawbacks or complaints - (1) Time spent in training is wasted as the student usually goes on to some other town or other work. (2) Some do not know how to work. (3) Very few have the courtesy to say "thanks for the job" - which would leave a better impression with us and probably makes us more receptive to hire a student replacement. (4) If we take on a person to do relief or part time work, someone who is not a student, we have a better chance of involving someone who would be of more value when an emergency arises. (5) We were conscious of the services offered by Canada Manpower, and by the advertising of "Hire a Student". This may have influenced our decisions - but we had the applications on file and did not have to use the services of Canada Manpower.
41. The fact that we need summer replacement and can use students on part time during the year. Also the fact that young students learn quickly and can adapt to most situations.
42. We employ a high school boy during the year on Saturdays and after school if required. If the boy is good at the job, we usually employ him during the summer months of July and August. If the boy is new at the job, and not very useful, we may not employ him full time as government regulations require a much higher rate of pay than the student rate during July and August. We would not employ a student without previous experience as their value to us is very limited.
43. We hire one female student (local) for the month of July to replace regular staff while on vacation.
44. We have four high school students hired the year around on a part time basis, two girls and two boys. More difficulty is encountered with boys as they have not shown the same sense of responsibility as the girls have, age bracket 16 - 18.

45. The students hired applied for their positions directly to the employer - they may have registered with Manpower. Too many who applied left the impression that we owed them a job. Many who applied were sloppy in appearance. Those hired, applied for work nicely dressed and were well groomed.
46. I have answered this questionnaire based on my needs and desires in the field of recreation, consequently, the majority of my student employees must be of a skilled nature, pool supervisors, lifeguards, playground supervisors, etc. Some provision will be made in the coming season for two - three unskilled labourers in park and golf course maintenance.
47. We have short term jobs for approximately twenty more students not listed on this form for ten days during the fair.
48. As a general rule, we hire from 8 to 10 students for summer employment. Depending on qualifications of student and work pressure we sometimes hire up to 16. Some of these people return each year. Hiring of students each year has never been a problem and the supply has always been greater than the demand.
49. Wages expected by some too high for little or no experience in the work, or they expect same wages as union members of the trade.
50. In my line of work I have found student labour fairly good but only to students who come looking for work themselves otherwise they prove very uninterested and lazy or unwilling to work at all.
51. In endeavoring to answer question 15, it would only be fair for me to admit that the four student employees were hired on a rather personal basis. To be perfectly frank, we feel that all media did an excellent job on promoting the student summer job situation - and, indeed, made our company most aware of the availability of students. We have had the opportunity, and the pleasure of working with CMC on hiring of young people for permanent positions in our company. These young people have served us well and we look forward to availing ourselves of the services of CMC in the future.
52. We only hire Indian students, and mostly they are hired when they return to the reserve. So your Manpower Centre isn't that useful to us.
53. I am greatly in favour of hiring students for summer employment, but, all the Hire a Student campaigners must remember, that the students must be willing to produce a days work. Some of these students speak out loudly about business people not wanting to hire students, but it has been my experience with a lot of them, that they are very eager to receive their cheques and that they know all their rights, such as Statutory holiday pay, holiday pay, coffee breaks etc., but they don't want to work very hard. It is especially hard for the employer when it takes about two weeks to train them at which time they are being paid by the hour and nine times out of ten they'll quit in the middle of your busiest season and you have to go through the same procedure with someone else again. Persons, who are seeking permanent employment, are not apt to do this, as usually they have dependants to support and have to work the year round. Mind you, I do not mean to imply that all students are like what I have described above, but I would be safe in saying that half of them are. This is why business places are reluctant to hire students.
54. Students should obtain as much training and qualifications as possible for the particular field they wish summer employment. They cannot expect agencies to hire them just because they are students.
55. Student jobs are best obtained by direct personal contact - the intervention of a third party agency ie Manpower is no substitute.
56. I feel that if students were truly interested in applying themselves, this effort would work out well. Many businesses need help during the summer months to facilitate employees holidays.
57. I prefer to meet and discuss the work with any applicant, as our place is strictly a tourist business and the employees must have good personalities, as well as being able to think quickly, handle people well and handle American funds. I do think Canada Manpower should not offer better paid jobs to students who are already employed but should give those whose names are on the waiting lists as "jobless" a chance to get work. We have to train our girls in this "tourist" area and then have had them leave for other jobs provided by the federal government in a month's time. Too many of the students who find jobs quickly are the ones who really do not need the money as their parents can finance their education. This upsets our whole summer plan when we train girls only to have them to government employment at higher wages. There is very little loyalty now as far as younger employees are concerned. They also do not accept responsibility as do the older women, and many come to a summer resort to have a good time and "work" when the job is going. I feel we should know if the students are really in need of work before hiring them, and also if they intend to stay the whole summer or if they are just here for "fun". Many cannot meet the people nor handle tourists and as this is our living, we have to have competent employees who really are interested in what they are doing.
58. Difficult to hire because they would be required to stay through September and first and sometimes second week of October.
59. Feel that Canada Manpower could be more effective if they made an effort to place people with the qualifications into the jobs requiring these qualifications. Staff at CMC require reactivations and motivations. They should require to know the names, work histories of the unemployed - perhaps then a stenographer would not be sent to fill a housekeeping job - or when an employer is told no one is available for a particular job and yet 62 people respond to a newspaper ad! They could have been more useful (of the 62 - 40 were registered with Canada Manpower and desired work rather than Unemployment Insurance benefits) Would strongly recommend that the services of Manpower be taken over by private enterprise - the employee would have a better chance of getting a suitable satisfying job and the employer would get suitable employees or else - -. The present system is a total waste of taxpayers money.

60. We hired four students, three local and one out of town to run the swim poool from June 15 through to September 7, 1970. I believe there is a difference between being scholastically qualified and having the ability to enforce discipline necessary to be head lifeguard.
61. We are well satisfied with the students we select locally.
62. The students employed were local high school students, not university students.
63. Our operation is the same summer and winter, we have all student employees. The only reason we hired one special girl during the summer was, that she was one who had worked for us before going away to school. As we are a year around operation, and hire only part time students all year we have no special openings during the summer.
64. Students should be taught in school or elsewhere how to approach management for a job.

HIGH SCHOOL COMMENTS

1. I think Manpower should give jobs to students not teachers. I noticed many teachers taking jobs that a student could handle. (M)
2. I do not think that the Manpower Centre is helpful. The only way I found my jobs were to go out and look. But in my past years, the Centre has just taken my application and that's as far as it goes. (M)
3. If I could have had a job and earned \$150.00 over all the summer I could go to the College instead of returning to high school which costs me only \$30.00 for books. (M)
4. Lower the working age. (M)
5. They should lower the working age. (M)
6. Students should be made more aware of the various jobs offered. (M)
7. I don't think this is any of anybody's business except mine. (F)
8. They should hire students rather than older people. (?)
9. Employers think that if you haven't had a previous job, they will not accept you. They are scared to start you out. You have to start sometime somewhere why don't they give you a chance? (F)
10. There is a great unfairness, and prejudice in the selection of people for jobs, people with the right qualifications might be turned down because someone else who maybe completely unqualified got the job by putting pressure on the employer by an influential friend who might have casually remarked to the employer about hiring this particular student. (M)
11. It seems the Canada Manpower looks only for top students. Some students may not get good marks but at least they try. Come on! Give them a chance! (F)
12. There are very few jobs in Lethbridge. (F)
13. I feel that these items do not very well concern you. This only should pertain to us. I feel that the Manpower Centre didn't help students this summer as a great many were without a job. (F)
14. I find that most jobs are given to married women or women with already one part-time job who doesn't even need them. Also everyone asks for experience and if you don't ever get to work; how can you get it. (F)
15. It was busy and kept down the boredom and help in money matters. (F)
16. I think for the amount of work that I was required to do I feel that I should have been paid more than the minimum wage and that overtime should have been paid! (F)
17. Find more jobs for students. (M)
18. Find jobs for Grade 12 students first than the younger kids. (M)
19. The system is agreeable for me. (F)
20. It's too hard to find a job if you are under 16. (F)
21. From what I can see you are doing fairly well although there are a lot of university girls who get stuck babysitting. If I got a job I would like something in a hospital. (F)
22. A better effort should be made by people at Canada Manpower. (M)
23. I think it was pretty good although I did not apply I know of kids that it helped. (F)
24. I find that the Canada Manpower Centre is useless in trying to find high school students a job. (F)
25. It has done a lot in giving students jobs. (F)
26. Lethbridge Canada Manpower has done a great job in looking for jobs. (M)
27. I didn't get help from Manpower, but I think that the Canada Manpower Student Placement was a very good help to some students. (F)
28. Student Summer Employment is okay only if the employers would give a decent helping hand. (M)
29. The city has and is not interested in student summer employment. They seem to find work more readily for out-of-towners than their own city students. I think it is disgusting! (F)
30. Student employment is very poorly managed because in most places you need experience and to get it you need at least one job. (F)
31. No chance of job if under 16 unless you have suction. (M)
32. No opportunity for summer jobs if student is under 16. (M)
33. The pay was very poor! Even though I am under age I think it was very unfair to be paid by the Park and Recreation Department of Lethbridge only \$5.00 a week. (F)
34. You can't get a job when only 14 unless you lie. (F)
35. No one hires 14 year olds for summer employment. (F)
36. No one is going to hire a 13 year old for a steady or good summer job. (F)
37. The work is very well done with Operation Placement. (M)
38. They try, at least there is someone on your side helping to find you a job. (F)
39. Did not go through any union. Got job through good friend. (F)
40. No job was available through union because I had no work experience. You have no experience-you have no work, no work - no experience. (M)
41. I wish they would put out a brochure, giving an example of the different types of jobs. (F)
42. Get students jobs that might further their interest in life's occupation - assistant to a research person, etc. (M)
43. I didn't really look for a job so this questionnaire was much help for you. I followed the rodeos and horse shows this summer so I had no time for a job. Other than that I think the C.M.C. is a big helping hand for students in need of a job. (F)
44. Employers are not willing to give 16 and 17 year olds a chance to work; experience required; how do you get it without a job! (F)
45. There should be many variety of jobs available for more kids. (F)
46. I got my job through pull like all the rest. (F)
47. Last summer I got underpaid working for 85¢ an hour. There are places that underpay. This year I didn't get a job until one week before school. (F)

48. Summer placement is no different from yearly employment, jobs should be created during the summer, pollution, land development, etc. (M)
49. The money is nice. The work is not. (M)
50. Get jobs for people in the city before people from out of the city. Ought to create jobs. (M)
51. I like to get the money. I really needed it. I hope I get a better and steadier job next year. (M)
52. Students should try harder and employers should find more work so as they can hire students. (M)
53. I wish there was more selection of jobs. (F)
54. They should try giving 16, 17 year olds a chance, as well as university students. (F)
55. You shouldn't worry so much about the student summer employment, start worrying about the people who have left school and need jobs. (F)
56. I actually don't think the student placement did much for placing students. I applied in April, June, July and had no result at all. (M)
57. Not old enough (15) to apply for regular or casual job. Babysat occasionally for neighbors and also for my mother, who is a part-time R.N. I intend to look very hard for a job this coming summer. (F)
58. You should try harder to get employment for students, not only for the summer, but for part-time too. Also, worry more about finding jobs for drop-outs, or unskilled workers. Make more direct contact with each student if possible for some students find it difficult to consult these various organizations and help them find a job. (F)
59. Many students use all talk and no action. They say they want a job but make no effort to find one. I am a student also but it only takes time and effort. (F)
60. There is an extremely low amount of summer jobs. We need more of them. (M)
61. On your own you feel like you accomplish something by getting the job and keeping your parents happy. (F)
62. The jobs in which they tried to find weren't the kind of jobs that were really worth looking for. More effort should be made to help the students next summer. (F)
63. It is very good and it help students to learn the value of money and it helps buy clothes etc. (F)
64. It's very hard to get job for girls than it is for boys. I think they should see into it more, (F)
65. I think your organization is far from good. (M)
66. My opinion is that the Canada Manpower Centre doesn't try to find jobs, they just goof-off and leave us in the cold. (F)
67. In my opinion, I think they don't even care a hoot for all they do is leave us out in the cold. (F)
68. I think that the C.M.C. summer placement is a farce. I know many people who were not contacted by you. I was always in easy contact. (M)
69. I was available in any part of Alberta or British Columbia. I am sure there must have been a job somewhere in this area. (M)
70. There need to be a lot more people willing to accept students to work for the summer. This way more students would have a chance to get a job. I wasn't old enough to be accepted. This summer I hope I can be accepted for summer employment. (F)
71. Although university students need money to put them through school, I think high school students should have an equal right also. Many employers only require university education for something that could be done by Grade 11 or 12. This is the only thing I see prejudiced about summer employment until I have been explained the reason. (F)
72. The student doesn't have to meet most full time standards for part time work. (M)
73. It's none of your business. (M)
74. I think they should have people sign up according to age because it seems the older students got most of the jobs. (M)
75. Jobs available are intellectually and mentally deadening. Very few available for self-improvement (such as in Vancouver, the environment pollution study done in the summer by paid students interested in the field). Students could work on projects, studies and surveys. (F)
76. Not enough effort. Make it seem like a lot of effort but not very much. (M)
77. C. M. C. is a bunch of shit. This survey is rather useless. (M)
78. More employees should be persuaded to get summer help. Students rather than old married women who don't need the jobs. (F)
79. Students at my age can't find a job because University of Lethbridge students get priority. (F)
80. Good idea, but not as effective as it could be. More employers are necessary. (M)
81. Try harder. Have more than a paper to base students on, for example, home life, school life, activities. (M)
82. There really isn't any work around that pays good enough for you to take only for two months. (F)
83. You guys are all a bunch of goofs. You'd even have an organ grinder and his monkey unemployed. (M)
84. There were a few bulletins and announcements up in favor of hiring students but its up to the managers and a lot of them weren't too touched by the idea. (F)
85. They did a good job in getting students jobs. Most of the students that really wanted a job, got one. (F)
86. I had indicated on my form that I wanted no part of farm work or similar activities. However, the first job offer I received was for hoeing beets. (M)
87. The summer employment program doesn't seem to be very effective. Most students either find jobs through parents or friends. The program would probably be more effective if the businessmen of Lethbridge would apply to the program for employees. This would solve their problems as well as the students. (F)

88. I realize that C.M.C. tried to find jobs for students, but the employers didn't help much.(F)
89. Lousy - didn't give us any hope for jobs because they took our application and stuck it in the files. I feel that the only way for a person to get experienced is to get a job to be experienced in. Most job openings asked for experience. (F)
90. More industry should be built in order for more student jobs. (M)
91. Businessmen should not allow students from other towns, or cities to be employed under them. (M)
92. I know there are more students than jobs, but students need jobs more than people over 50.(F)
93. I hope there will be more opportunity for musicians to play in the summer music groups such as provincial symphony orchestra and get a good pay. (M)
94. The employer should hire more students. He could do this by splitting a working day (8 hrs) between two or more students. I appreciate your concern for student employment. I wish everyone felt the same way. Thank you. (F)
95. I think for summer employment, the more elderly people (55 and over) should be laid off to enable university and high school students to make a bit of money in which they can use to continue their education. (F)
96. My main criticism is the way they sent six applicants to be interviewed for one job specifically at the Lethbridge Research Station. When I told them what I was interested in becoming when I finished school, I think they turned me down because I wasn't interested in plant science. One suggestion that I have is that the employers should hire on the basis of the willingness to learn the job and the willingness to work hard instead of asking the applicant what he is interested in becoming when he or she finishes school, e.g. accountant instead of an agriculturalist at the Lethbridge Research Station.(M)
97. Discrimination referring to long hair should be dropped by the C.M.C. because people with long hair can work just as well as people with short hair unless the work situation demands short hair. (M)
98. Unless C.M.C. is harassed and bothered every day by a student seeking a job there is no way they are going to find a student a job. (M)
99. I would like to know why some places (I won't mention) they take the hot shot's of that particular places daughters or sons. They don't really need the extra money. They always get first preference.(F)
100. We should not have to pay for pension plans and federal taxes, etc. if we are students.(F)
101. I think that I realize what working for a living is but I really missed my holidays but not the money. (F)
102. They should let more students work in place of the adults during the summer. Most adults should be laid off during the summer and Canada Manpower Centre should be more helpful. (F)
103. I think that some of the Manpower Centre didn't try to get jobs for anyone really. If you would settle for babysitting. How do they ever expect us to advance in our society if they have all older people employed and pay you if you have no experience. How do they expect you to get experience if you don't work. (F)
104. There are not enough jobs available in Lethbridge. Next year I plan to go to a larger city or a resort area where there are more opportunities. (F)
105. There are not enough jobs for all the students who need them. I do not really think that this paper has any bearing whatsoever on finding the students of Lethbridge a summer job. I think this paper is just as nosey as you probably are!! (F)
106. I found that preference was given to high school graduates (1970) and university students. I think that student placement services should take willingness to accept responsibility and financial need into consideration when placing students. (F)
107. It seemed to me that the older people received or were picked for the jobs instead of the students and even some employers would not even take on a student. That is very unfair on the employer's part. (F)
108. Start on the "Hire a Student" campaign earlier and try to hire student that has already experience in the kind of job they want. (F)
109. The younger students were barely considered this summer. The jobs went to the older students (university in general) and there was nothing for the younger students. (F)
110. Good idea. Interview farmers at meetings or just discuss with them through a representative about the good of hiring students for summer help. (M)
111. If Brother Trudeau was a half-ass P.M. the unemployment situation in Canada would be far less critical. (M)
112. Instead of waiting till school ends to organize students into groups for jobs do it before so we don't have to wait into the summer to find out if we have a job or not. (M)
113. I think the student summer employment was very lousy this year because nobody hardly got a job. And I think that the Canada Manpower Centre isn't even worth going to because they hardly even help anyone. (F)
114. The Manpower Centre tried hard I think but there were just no jobs around. (F)
115. Parents wouldn't allow it because I am under age. (F)
116. Good - at last you contacted me to see whether or not I got a job in the summer months. (M)
117. Find jobs that would last longer than two or three weeks or even a couple of days. (F)
118. There isn't enough jobs for the amount of kids, (F)
119. I don't have enough close contact with this to fairly judge. (F)
120. I applied but was not allowed an interview as many of my other friends were. (F)
121. Every student should have summer employment because it fills in their time and gives them some extra spending money, the only problem is finding suitable room and board at a relatively low price. Most places would charge almost your whole summer's wages. There be places provided. (Waterton Lakes) (F)
122. I think Manpower should look harder for the student. I looked for a job all summer and not once did Manpower call me. (F)
123. The effort put forth by Manpower was one with university students in mind. (M)

124. It is hard to get a job if you are not under 18 because they have to pay more. (Kresge's policy) (F)
125. I didn't want a summer job. (F)
126. They can't do much if employers won't give the jobs. (M)
127. It seems to be very well organized. (F)
128. Too many jobs do not help you continue your field of study in practice. (M)
129. I feel that there should be jobs opened for teens under 18. Most jobs I applied for at 17 were turned down probably because I was not quite 18. (F)
130. More pointed advertising by C.M.C. (M)
131. Works very good. Should try and reach more employers and students. (M)
132. I think that all businessmen and stores as well should make a 100% effort to hire students for a summer job (if only for a few days at a time). This way less kids will get into trouble and less will be running and loafing around downtown. (M)
133. I think the C.M.C. is doing a good job. (M)
134. That the students that get out of school first get all the jobs, and the other students don't get a job all year or they get all the sluff jobs. (M)
135. I don't know anything about the Manpower Centre. I've had a job for two years and had no need for this service. (F)
136. Many employers refuse to use Manpower as they feel help they get from there are only looking for two or three weeks work, enough to qualify for unemployment insurance.
137. Most of the places I applied for jobs required experience. How can a person get experience without getting a job first. (F)
138. Unfortunately there were too many students looking for jobs. They were just not available. (M)
139. I wish they could help more people. (M)
140. There are jobs to be found if you want to find them. (M)
141. I think people are trying but there aren't enough jobs available. (M)
142. Summer employment is fine, but I want a job (part time) during the school year. (F)
143. No one wants to hire anybody. (F)
144. You should be able to get a job if underage. (F)
145. A standard wage for child care should be emphasized to parents or guardians. Especially for summer jobs. (F)
146. C.M.C. has been trying very hard but there are too many people and not enough jobs. (F)
147. I found that the people I worked with were very considerate and easy to get along with. (M)
148. There aren't enough jobs that train people - you have to have all the requirements beforehand. They should teach people under the age required so they'll be ready when the time comes. (F)
149. For it to find better jobs for kids from Grade 10 and up. (M)
150. When you apply for a job they ask for experience. How ridiculous. You have to first have a job before experience can be had. The pay is low. They seem to think you can work for nothing. (F)
151. Students should be allowed at least a week off to enjoy some of their summer holiday. (F)
152. It sounds like C.M.C. tried very hard to find summer jobs for students because of the increase of percentage of students working this summer. (F)
153. I think the Canada Manpower Centre in Lettbridge did a very good job in finding students summer jobs. Keep up the good work. (F)
154. It seems like all you need to get a job is a contact. (F)
155. I think that the age for good summer jobs should be lowered to age 15. (M)
156. Lots of jobs available for those who look for them. (M)
157. I didn't try to get a job in June because I was involved in a Quebec Student Exchange Program until the end of July. (F)
158. This form seems ridiculous!!! (M)
159. Because I was away for summer I made no effort for employment. According to friends the effort of the Canada Manpower was very strong and quite effective. (F)
160. I think that it is important for the businesses of Lethbridge to try and find work for the students. (M)
161. Any student wishing to find a summer job shouldn't waste his time by going to the Manpower Centre. I found a job myself a week before the Manpower Centre had found one. (M)
162. One student shouldn't be called four times and another zero. (F)
163. They should have tried harder to find placement for the people. (F)
164. The C.M.C. should not give false impression in the news media. (M)
165. You need stronger advertisement. (M)
166. I didn't do a whole box of work this or last summer. (M)
167. More effort should be put forward by all. (F)
168. Stores should be made to hire students instead of married women. (F)
169. Although I was not affected at all, I was impressed very much with what I heard about students finding summer jobs through Manpower. I work part time all year round. (F)
170. I wished we could have been helped. I went to many places but they wouldn't accept unless you had experience. How do you get experience if no one will give you a chance to learn? I also thought it was useless to go to the C.M.C. because they never even tried to help me. I was on my own and got a job only because my relative needed a secretarial relief. The university students always get the jobs. That doesn't help the high school students at all. (M)
171. Employers should make a few new jobs for students if at all possible. (M)
172. The amount of money a person makes during the summer or any other time has nothing to do with summer employment. The hours worked is important. Other than this I think this program is great and I thank you. (M)
173. I think the S.S.E. is a farce. It was getting to the point where employers weren't hiring anyone that wasn't a student.

174. I found my job by door to door applying - no thanks to C.M.C. (F)
175. I have worked nights at a service station for three years. I broke my leg on May 4 and have been on compensation. (M)
176. I think a 15 year old willing to work hard and earn her pay should be able to get a job regardless of her age. (F)
177. Tell the truth. Whether there is a chance you can be used or not. If there is no hope tell the person instead of hanging them on a string all summer. (F)
178. When a store is going to start training students for certain jobs - there should be some sort of announcement so that all those who want to try for it will be aware when training starts. (F)

COMMUNITY COLLEGE COMMENTS

179. If you want a job bad enough you can get it. (M)
180. There should be jobs made to help the students, so that he may continue his education. (M)
181. How do you join the C.M.C? (M)
182. I guess Canada Manpower is trying to do their job but I have registered there for two summers and haven't heard anything from them. I visited the office approximately a dozen times this summer without even a lead. I know there is a problem getting enough summer jobs for students though. (M)
183. Manpower needs to improve a great deal to enable more students to get jobs - they do very little to help. Also more people need to give students wanting jobs a chance - few do. (F)
184. It stinks! Manpower does very little to help you find a job. And most city managers of stores do very little to help out the kids today. (F)
185. Nobody will hire long hairs. (M)
186. Don't place people in better paying jobs because they wear nice clothes and they have short hair. (M)
187. Most employers do not wish to employ a student. I had to state that I would work full time before I got a job. (F)
188. An excellent effort from my own viewpoint. (M)
189. In the community I came from there were too too many students and the one industry is a mine. Outside of home town, they said they would rather take from their own city. (F)
190. School starts too early and therefore summer employees do not want to hire because you can't work a full summer, (Labour day, etc.) (F)
191. Should be more information available about the mechanics of the jobs so that a person might have some idea of the type of work he might be better adapted to, if he is without experience. Should be a list compiled as to how many kinds of work there is in a city such as Lethbridge. (M)
192. Employers usually want experience and very few want to hire you without. (F)
193. I feel that Canada Manpower is not doing as much as they could. I base this on three visits to Manpower centres last year (1969) (M)
194. What does Manpower do? (M)
195. The Manpower Centre was NO help because you register and they still give the jobs to the person or persons that are there. They do not phone you like they say. (M)
196. To get experiednce you have to be given a chance to gain it; fortunately I was lucky in having the job I had, for a lot of students its pretty rough. (F)
197. I had no reason for summer employment. (F)
198. I feel that there is jobs for students if they try to find one. (M)
199. If the students expend a small amount of time and effort on their own, they should be able to find employment of one sort or another. (M)
200. Hire student on ability and not capability. (M)
201. I hope the students continue in their hard working campaign in which they may be able to employ all the students which need the job. (M)
202. I feel that Canada Manpower is doing a good job in the student summer employment scene and that usually a student can find a job if he is not particular as to the type of work which he is offered. (M)
203. There should be more jobs available for students who are attending school during the winter. (F)
204. Students should be more aware of available jobs and should be able to get jobs with the training they have. (F)
205. There are jobs to find if you want them. Most jobs are by pull. (M)
206. I think it is a good idea to get jobs for students during the summer. It keeps students out of mischief and gives them an opportunity to earn a living for themselves. (M)
207. In my case, I registered with C.M.C. in early March, this was the last I heard from C.M.C. all summer. I found my job on my own the last week in April with no help from C.M.C. I am a married, with two children and have had lots of experience in various forms of work. (M)
208. Was not interested as I already had a job. (F)
209. I think they have done a very good job considering all the students that were unemployed. (F)
210. I feel that the summer employment was a great help to most students but I didn't really get involved because I had already had a job so didn't need to look for one. (F)
211. It didn't assist me at all as it was too slow, to get a good job you pretty well have to know someone who knows of an opening.
212. My biggest trouble in finding summer employment is the fact that I live so far out in the country that it is almost impossible to just get out and look for a job. When you finally find one, then you've got to find a place to live and by the time you pay for your room and board, you don't have very much money. Besides employers think twice about hiring someone who hasn't got a place to stay for sure and who can only work for two months. It

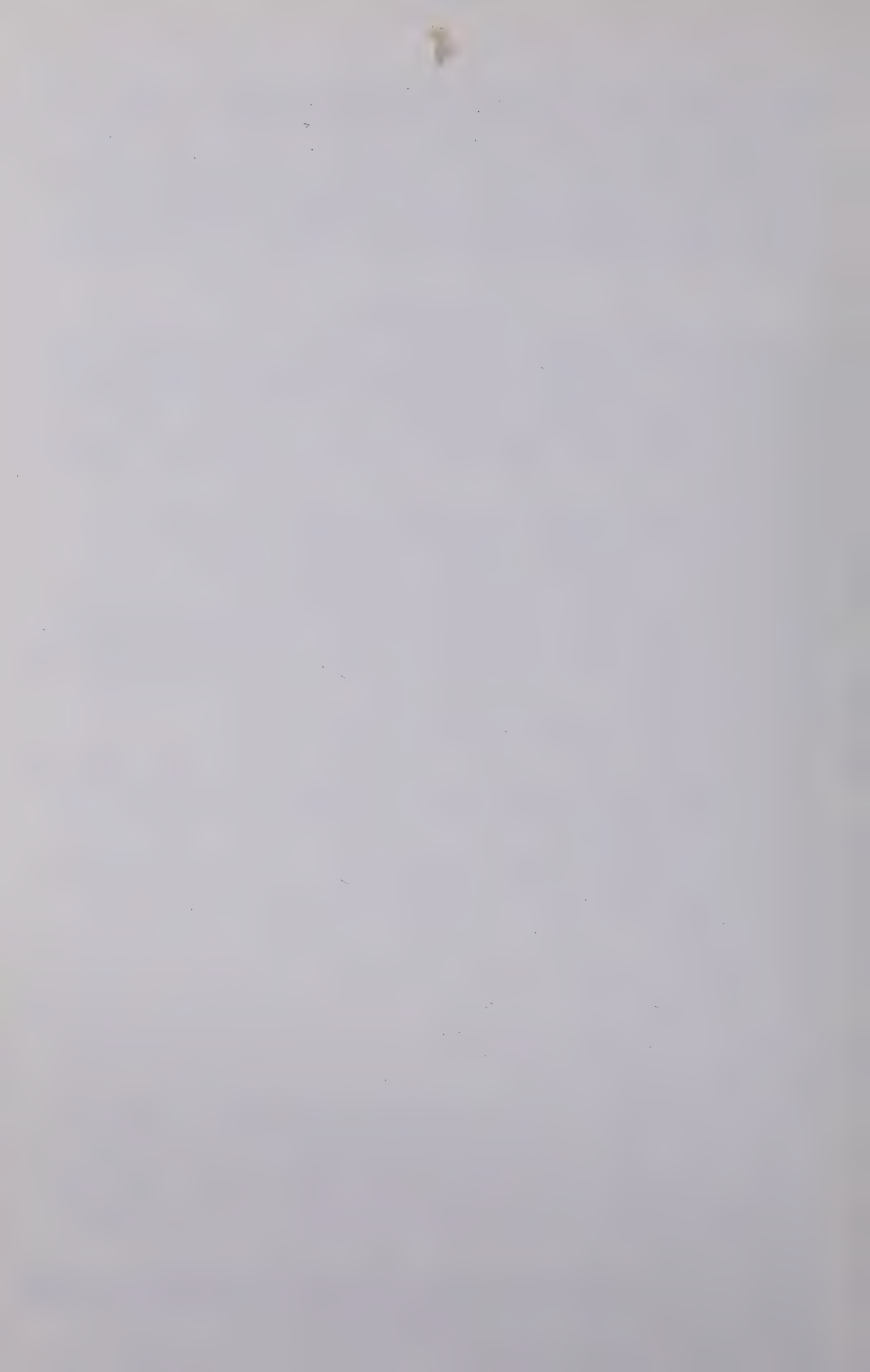
- is much easier to hire someone from the city whom they can train part time and keep on through the school term working part time. (F)
213. I myself truly indeed wish I could finish my training of "electrical tech. course". I like to get away from farm labour. I did so much of it, no headways. Working on the farm for cheap wages, leads you to wonder what day it is, what year, and how old you are. (M)
214. I wrote my final exams late because of illness. The day I was finished, I was notified about a possible job by Manpower. It was a good job and I am happy about the Student Placement work that is done. (M)
215. There seems to be many casual summer jobs that last for only from under a week to two weeks. It takes quite a while before you are able to find another. Also there are lay-offs within a few days after beginning to work. There seems to be no point in hiring the students in the first place in such a situation. I'm quite pleased with the work the Manpower Centre are doing for students, related to finding summer employment. Thank you. Also, I think this survey is a good idea and I hope you get some good results to help achieve your goal. (F)
216. I found that employers wanted married women instead of single women. I find it very maddening when a Canadian employment agency will find Americans jobs but not Canadians. The jobs that were given to the Americans should have been given to Canadians. I feel that the first ones registered, if qualified, should get the first jobs. As I live in Taber, about the only way I could get a job in Lethbridge would be to sit in the Manpower office every day. I received a card in approximately, the second week of August saying that Manpower had been trying to contact me. As far as I can tell, no effort was made. If they wait until the middle of August to send me such a card, something is wrong. (F)
217. If the employers made a strong effort hire students for work regardless of their clothes, hair and race. (M)
218. The only comment I have to make is - that it is pretty difficult for a student to find summer employment nowadays. There must be cooperation as there was this past summer with the campaigns for student employment and ads etc. to successfully place most students in a summer job. (F)
219. I have a part time job, hospital receptionist, started in January. I feel that in a town this size there are very few places where there is employment for just the summer. (F)
220. A student almost has to have some kind of pull in order to get a good job. The job I have is related to my studies - I got it because I was going into that field, but probably wouldn't have if I hadn't sort of known the boss. (F)
221. Employment is often given only to experienced workers. Therefore the beginner really has hardly a chance in competitive job hunting. Employers often prefer to hire people they know or can do a favour for. As a result the saying "it's not what you know, but who you know" often holds true. Many housewives seek employment for something to keep them busy. These positions could very well be just the start a young person needs to get him/her on his/her feet and independent of financial support. Because employers usually prefer older, more mature employees, these are in effect, closing doors on their future citizens. A young person often feels he/she must be deceptive about his/her age to get a job. Many mothers do not financially need these jobs. I feel many of these should stay home and raise their families. Such actions as these would benefit both those who could fill their places and the families who regain their wives/mothers. (F)
222. I was extremely lucky in getting my summer job this year. I went to apply for one job for the Indian Affairs and Northern Development. Although I wasn't hired for that job, I was told to come back the next Monday and start work in another department. After applying on my own to several companies, I went to the Calgary Student Placement when it officially opened. That day I filled out an application and the next day was sent to the I.A.N.D. (Friday). (F)
223. Not too many people would hire high school students unless it was only for babysitting or some job like this. (F)
224. In my estimation the C.M.C. was a very good and helpful organization. It was sad, though that more boys were called for than girls. I was placed by C.M.C. and feel that as a girl, I was lucky. Thanks. (F)
225. Employers seem to expect students to put in longer hours than their regular full time workers, and so do many of the (my co-workers). I had this experience and so have many of my friends. Quite often student workers end up working over-time a lot. (F)
226. In general, the purpose of a summer job for a student is to make money in order to be able to take holidays or buy things he can't afford otherwise. That's why he is not particular about which kind of work he has to do. Whether he has to go on construction, painting, or in a factory, that isn't important. The important thing for the student is money. Does somebody who studies biology really care for carpentry? Does somebody who studies chemistry care for road construction? Of course not, that's not his goal! So, is there any advantage for him to join a trade union? No, because he does not care for the trade! But what happens, in spite of all that, he is joining. Why? Because otherwise there is no place for him. The union simply forbids him to work (not the employer) If somebody can see any advantage to joining a union, he should be glad and free to do it. If somebody can't see any advantage of joining a union, he should also be free! If somebody doesn't agree with the rules you have to stick to, let him free. And here comes the union, steps upon your rights and takes your freedom and your money. So, is it right to force a student to join in for \$30. or more just because he likes to go on holidays or has to pay for other expenses? I don't think so! Is Canada a free country? Do I have to give the same answer? (M)
227. It is rather hard to find a summer job when you finish high school at the end of June. (F)

228. I think people who could have employment for students feel "dumb" about asking, such as a woman who works all day and doesn't have too much time for housework or ironing, washing, etc. could hire a student to do these for a fair price. Even hiring someone to walk your dog or pick your crabapples would help some kids trying to earn all they can to pay expenses at college. But people feel they are uninteresting jobs for young kids so they don't bother phoning. (F)
229. It is hard to say anything because I don't want my ignorance to show but I am married and I think that in giving jobs they should give preference to university and college students who have to support themselves. I found that all the jobs were taken by high school students who didn't need the money. (M)
230. I was quite fortunate in attaining the job I did - which I have held for two summers now. But the other students I know, have had some difficulty in finding suitable summer work after realizing that jobs were hopeless, some ended up plucking chickens - which I think is no summer job for a university student. The system of job finding and hiring is one which can be improved upon. (F)
231. I have never gotten a job from Canada Manpower; I have always found the job myself. They try to find you jobs but they don't try hard enough. (F)
232. This survey is very good but it may not work as I was with the Alberta Service Corps under the Department of Youth this summer but I hope it gives you a rough idea. (M)
233. Married women who are well off should not work during the summer in order for the students to work as they need money for university. (F)
234. The people of southern, if not all of Alberta, to hire a student are fickle. One time they want, the next not. The C.M.C. doesn't (to me) seem to be doing their job. I have heard from many students that they do better looking for a job themselves than applying at C.M.C. (M)
235. I myself haven't found employment too very hard to find. If I hadn't got a paying job I would have gone as a volunteer to get experience until a paying job would come along. (F)
236. Many employers insist too strongly that experience be required. If they would realize that their employees would do a better job if they were trained personally, (such as training in business schools) both employer and employee would be better off. I see no need to keep in constant touch with C.M.C. all summer long. If your name has been written down in hopes that a job be found for you, the first person on the list should be notified. No preference should be given to any one student, they all want a job. Those who have found a job should then notify C.M.C. and clear their name. (F)
237. For student nurses, it didn't appear to be too effective. Perhaps since this is a new and upcoming course (i.e. two year program) it would be wise to look into employment opportunities. A good place appears to be nursing homes where summer replacements are needed with a little training and knowledge. (F)
238. For a farmer son it is usually not hard to find a job, so I know little about the summer employment problems. (M)
239. Employers judge a few teenagers and think they know exactly how they will work - but not all are lazy. Why do they always ask for experience? It's stupid how can someone get experience if no one will hire you. There should be no prejudice against long hair (on boys) if it is kept clean and tidy. (F)
240. If a person really wants a job he will usually find some kind even if he has to start with a low income. A person can't be particular these days but there is one exception. You have to like what you are doing or you won't be a success. I've been lucky so far. (F)
241. I did not contact any organization. I found that in most jobs in Southern Alberta, you had to know somebody who would put in a good word. (F)
242. I think that some of the student summer employment officers should make sure of the jobs that are open and for the jobs that are not available. e.g. I was told they weren't hiring girls to work on the construction crews and a ½ month later I found out they were. (F)
243. Summer employment is getting difficult to find when unions (for which I do not have much use and with which I disagree) are forcing people to join. This is robbing a person of a job which under normal conditions he would have taken but because of unions taking a persons freedom away by forcing him to join, he will let go. Unions should leave it up to the individual whether he wants to join or not. (M)
244. The Canada Manpower Centre should not be so interested in getting students to hoe beets and should try to put us, students, in a job which is related to the field of our studies. Couldn't you just see a pharmacist hoeing beets. (M)
245. I found Canada Manpower very helpful in trying to obtain a job for me. I had two referrals when I finally got accepted for the job. It turned out to be a part time job and I still have it and am therefore very grateful for the effort put in by them. Even after I had acquired the job, they called me two or three more times with jobs that were available. (F)
246. To get a job one has to have "pull" otherwise he is lucky to have had a job because people are too stingy to hire summer students. Contact with the right people is the main thing which is unfair to the remaining 90% who are without jobs. The thing is, very little can be done to correct all this because employers have a tendency to hire, for example, their own son with less pay than someone who really needs a job and needs the money. (M)
247. As you see, I have practically nothing to add to your survey. Our course of studies ran to July 3 and the few weeks till commencement of fall semester August 27 were simply a welcome break. I am also a farmer's wife - so no lack of jobs to be done, all poorly paid these days! Keep up the good work - I have children who have benefited. (F)
248. For suggestions I would set up some kind of organization whereby the main job is to find jobs for students. Canada Manpower is lousy on this because if a student doesn't constantly go there they are forgotten. My proposed organization goes out and finds jobs for the students with their help of course. The student becomes a member and through this is entitled to go out and find a job which is the same as having the organization go out and finding the person a job. In other words the student, the employer, and my proposed organization all work together for the benefit of each other. (M)

249. There should be a law that all students should sign a contract before they start work. This will force all employers to pay when all work is completed. (M)
250. Get an agency which will at least grant a personal interview to students seeking part time employment. (M)
251. Student summer employment was practically at a stand still this summer - I think that employers should try to employ student power more than they did. This could be possible if they had jobs for students that were not done during the year and would give student a chance to earn the money necessary to either live or continue his education. Jobs should be created for students and through the strong realization that students need this money as well as "need" to be occupied! (F)

UNIVERSITY COMMENTS

252. I appreciate their effort. Even after I had found a summer job I was phoned several times. Because of this I know they were making an effort. (F)
253. Applied at C.M.C. in June and pestered them every week for job opening or even job ideas. Result from C.M.C. - nil. Found full time work on my own, then part time work later in summer that will last all year. Suggest C.M.C. not be so optimistic with students for months on end after filing applications in garbage. (M)
254. I do not know about the student employment service but I went to Canada Manpower Centre for three months and was politely informed I was on the "live" list. That's nice to know I am alive. (M)
255. It's all very fine for the students to get jobs but unfortunately many family men can't earn a living during the summer if laid off just before. (F)
256. At Cold Lake Airbase, the Federal government allotted money for the summer employment of students which was very effective. I personally would like to see more of this. (F)
257. Job placement services for students seem to be quite ineffective. (M)
258. There aren't very many jobs for English majors. Are there? (M)
259. In order for any student, who has not had a good regular job, to get one, he must wait for weeks on end for any sort of review to come up. During that wasted time, he could have gotten a job doing anything from babysitter to ditchdigger without the help of an employment agency. If the agency does not do something quick, they will have more than mass unemployment during the summer months. Why can they not "coax" people to hire students? (F)
260. Develop own program. (M)
261. Most companies unwilling to train employees for such a short period of work time. Many employers in government jobs could not employ due to money cut-backs. (F)
262. Aid was very noticeable to those who really desired to work. (F)
263. More effort needed!!!! (M)
264. I think that this is a typical survey and will yield typical results I.e. Not too good. (M)
265. If student summer employment is low as was the case this present summer, then, grants for the academic session should be increased rather than messing around with loan-grant things as they are doing this year!! (M)
266. I was ignored by the Manpower officials and got a very cool reception. They seemed more interested in talking to their friends on the phone. (F)
267. I think students should use a little initiative in seeking jobs rather than sitting around expecting someone to do it for them. I had five jobs this summer two of which I quit because better possibilities came up. There is no excuse for idleness. (M)
268. Lousy job trying to get employment - no jobs for students, can't earn enough to pay above living expenses. (F)
269. Had no contact with Canada Manpower Centre and the student hiring program. Had no idea of their effectiveness. (M)
270. Good idea that we have placement services however I cannot comment on such since I have never made use of one. (F)
271. I have never used an employment agency to find a job. All my jobs have been the result of leads from a friend. (M)
272. Screwed by the unions and their strikes. The over-all employment situation and the slow-down in construction industry. (M)
273. I placed my name, and told them what I could do. They told me the same day that the city was looking for a draftsman. I qualify having several years experience. I applied and received the job the same day. Stayed until September 4, 1970. (M)
274. Some employers (one I had) took advantage of me and made me work 12 hours a day and when I quit did not want to pay me. C.M.C. is prejudiced against certain students. I have experience as a store-keeper, yet I did not get such an offer. In one word, C.M.C. "Hire a student" is: ineffective. (F)
275. If the student made more noise about building their university, many more jobs would be available. (M)
276. You have to have "pull". (F)
277. Don't give just friends the good jobs or jobs. This happened in student placement C.M.C; (M)
278. The federal government would have made a leap in the right direction if they had quit playing nursemaid to our useless postal workers and given the students the job. They could have accomplished this with about half the normal staff. (M)
279. Summer employment can generally be found if the student does not expect white collar jobs and is willing to go where the jobs are. (F)
280. I feel that if a student is really willing to work there is work available. Many students expect wages too high and are looking for easy jobs. (F)
281. This coming summer, this applicant definitely wants to obtain employment. (M)
282. Practically the only available jobs are through connections with relatives or friends. (M)



283. Practically the only available jobs are through connections with relatives or friends. (M)
284. I feel that summer (student) employment should be advertised better! (M)
285. I find if a person really gets out and looks and isn't too proud he or she can find employment. (F)
286. Students should be accepted before other people are. Otherwise some people have two jobs and the students are without. (F)
287. Government should do more for students. (M)
288. Unions are for the birds. You can't afford to join unless the job is guaranteed. (M)
289. I was an air cadet and as such was given an exchange tour to Los Angeles during the summer which was a farce and was sent home. Thus I did not apply much for a job. I bummed around working at an elevator and selling some hail insurance with my dad. (M)
290. My impression is that unless you have pull with someone, getting a worthwhile summer job is nearly impossible. Your best bet is to hold a part time job through the year. (F)
291. Personal contact with C.M.C. was negligible. Summer employment was obtained by personal contact with prospective employers. (M)
292. It's damn hard! (M)
293. Get out and look for yourself. (M)
294. I feel they should develop a project in the winter to help students in the summer. (M)
295. Unemployment is high and university students have a preference to high school students therefore the outlook is bleak for high school students receiving jobs especially in the summer. (F)
296. I feel the employers should be urged more to register with Manpower. There are many who work on their own when it comes to hiring. (F)
297. It is difficult to find employment because many people don't wish to hire only for summer and those which do have the few positions filled early. (F)
298. Employers who need student help should let more than one agency (C.M.C.) know about it. (F)
299. This is only a waste of good time and only to give C.M.C. a pat on the back. (F)
300. I have found that students without experience were to have found only laborer jobs, even if one had experience in a professional field. (F)
301. School should help find out where jobs are available so that the students know where to look. It would be quite helpful if Canada Manpower does the same. (M)
302. Most of the places applied at required experience. You have to have a job first before you have experience.
303. By all reports, teething problems were experienced by the program. I hope to take part in next year's program. (M)
304. Many employers take advantage of kids in that they pay minimim wages to kids who do the same work as the older people but the oldsters get more (sometimes double and triple) (F)
305. I wish that more interesting, mind consuming jobs around. More trust, loyalty. (F)
306. No jobs available despite continuously checking at C.M.C. However, departmental exams interfered in ability to work in June. Was only contacted for beet work - was that all that was available? Staff helpful, must blame lack of experience to failure in job hunting. (M)
307. Jobs are available for students who really want a job! (M)
308. I don't feel that the construction companies were employing as many students as they could have. (M)
309. Manpower should get off their asses and telephones and go out and sell jobs, not just ask employers if they need workers. Manpower - an extremely inefficient organization. I do not seek work through this agency but register just to prove my conviction about their incapacibilities. I find my own jobs (which have been good so far) but most students depend on Manpower. (M)
310. The job I had dealt with Canada Manpower. Effort from Pupp and Pisko was good and consistent however, people referred were generally not worth a damn. However, our wages were not that good \$1.75 per hour. (M)
311. Employers should hire students according to ability not appearance...etc. (M)
312. Students should accept jobs which may be below their status, and make the best of their appearance and endeavors to hold on to what they were fortunate to obtain. (M)
313. One criticism is that the people who get a lot of the jobs are those whose parents have some influence either in the city in general or with the employer. (F)
314. I consider this a very long questionnaire considering I'm in a hurry. (M)
315. A bit difficult to find. I grant you and at present, it is almost impossible to be entirely independent financially. (F)
316. Because I did not work and made no effort to find employment, questionnaire is n/a. (F)
317. I have been employed by a farmer for the last three summers. I find the work hard but rewarding. I feel more students could have summer jobs if they were really sincere in their looking. (M)
318. Employers would not hire because of a lack of experience. Experience shouldn't necessarily be a criteria for employment I believe. (M)
319. Far too great an effort is being put forth to help students acquire jobs in the summer. There are thousands of homes without enough money to get by on. Compared with these poor miserables, students are in a lucky position indeed. The energy now being used to keep students in school could (and should) be re-directed for the purpose of expressing his humanity by giving what the "great societies" have an abundance. Perhaps before reaching that philanthropic state, we should use this wasted energy now applied to helping employ students who work only three months of the year, to try to reach for the ideal of a re-vamped society that loses its class orientations simply by putting all Canadians/or whatever, on an equalized living standard. (M)
320. It is a bad situation, but I do not know what can be done. (M)
321. Finding a summer job is a big hassle because there are few jobs and many students. Anyone who gets one is very lucky. There should be an easier way. (F)

322. I was lucky in getting a job on my own, but I feel the work of these organizations is well worthwhile. (M)
323. Students should be given jobs that fulfil useful purposes - there is nothing worse than working at a job which pays but is unproductive both to yourself and to society. (M)
324. I wasn't concerned with them because I found my own jobs! It's more dependable. (F)
325. Student must get out and find job for himself. He must go to all potential employers himself, showing initiative and a desire to work by finding his own job. (M)
326. I worked for the Alberta Service Corps and found it the most profitable summer that any university student could ever have. (F)
327. My employer (service station) wouldn't even talk to applicants with long hair. Student who feel they would cut their hair should volunteer this at the first opportunity. (M)
328. Any improvement would be a help. Less favoritism would also help. (F)
329. If even a slight improvement was made it would sure help. Also if the prejudice of the people involved was stopped it would also help. (F)
330. Students who really want employment have to rely mainly on their own initiative, or connections to get a summer job. C.M.C. are more concerned with regular, full time enquiries for jobs. Students rate 2nd. (M)
331. Jobs are available if students look soon enough and hard enough. (M)
332. There's jobs if you try. Don't sit waiting for someone else (including Manpower) to find you a job. Get out and hustle before Xmas. My employer hunted for people half the summer unsuccessfully. They did not register with Manpower because the type of employees received in past years have been mainly unreliable and not too ambitious. If you want work, look for it. (M).
333. If industries would cooperate, e.g. hire a student instead of a plant shutdown, problem of student employment would greatly be alleviated. Upon acceptance of job, union fees monthly were compulsory, no refund given to summer students. (Union fees totalled for 69 and 70-\$30.00.(F)
334. For the most part, one needs connections to find a summer job. Students require at least four months of summer employment - every summer, jobs seem fewer and shorter in duration.(F)
335. As I did not get a job from C.M.C. and was not contacted by them at all this summer, I do not know anything about their operation and have no comments to make. The abilities of C.M.C. are evidenced by the construction of this booklet. (M)
336. Many city industries which could contribute considerably to the hire a student campaign are obviously not interested in cooperating in this regard. At some places of employment regular help seem resentful(?) of intrusion by students seeking only summer employment. (F)
337. My own efforts in finding work are far superior to anything C.M.C. could offer. (M)
338. Either jobs must be made available or new jobs must be created that pay a good wage. If this does not come about I will be forced to withdraw. (M)
339. If the government expects to cut down on student loans, it should make a definite effort to create summer jobs for students. (F)
340. The unemployment office and student placement center is the biggest joke in this country. In my last 6 years at trying to find work I have not yet been placed by one of these offices. As a result I have and will continue to go and look for work myself and encourage others to do as I have done. (M)
341. It's too bad that student jobs are really not known of until the summer is upon us and a lot of students don't know what they'll be doing that summer. (F)
342. Summer help is exploited in resort areas i.e. Banff. The employers seem to be dishonest and since there is an excess of help, if the worker doesn't like his raw deal, all he can do is quit. Something is needed to protect them. (M)
343. A lot of students seemed to complain or worry about no summer jobs. I think in a lot of the cases it was themselves that was the problem. They weren't willing to look or work.(F)
345. Through media, publicize results of survey, allowing people like myself to become aware of it and its possibilities. (M)
346. Summer employment for students is in the past. Today (next summer) and in the future, students will be able to earn a smaller and smaller portion of the tuition, etc. This is due to a number of factors, increasing number of students looking for jobs, number of summer jobs not increasing at a proportional rate as students, the increasing number of closed shops, increasing need for more specialized training even for a temporary job, the present economic situation which will have effect for a period of maybe ten years or more. (M)
347. More cooperation from business organizations is required. Very few business people that I know made good use of "Hire A Student" week. More service organizations as Alberta Service Corps should be established to work at local hospitals and youth centers. Get students to work early!!! on their summer jobs. (M)
348. Employers should be more eager to hire students and not take advantage of them by paying low wages. Kids should apply early!! (F)
349. The difficulty in getting a summer job is due to a lack of jobs and not the fault of C.M.C. or any other organization. (M)
350. After I join the union it took almost exactly a month to get a job. I don't think students should have to pay fees to join a union so that they can get a job. (M)
351. I found that students applying for work to a company were in general more successful in getting work with that outfit than the students who applied through Manpower. (M)
352. Many students were unable to get a job because they were too fussy. Some employers were reluctant to hire students because of their "indifference". From my experience and observations, those who wanted to work were never unemployed. However, I realize that there can be an exception to this rule. (M)
353. I honestly tried to get a job and couldn't. I had to go on welfare for a few weeks this summer. (M)

APPENDIX E
UNREFERENCED TABLES

TABLE 1

Total Student Employment Hours in Government and Private Sectors (1970)

SECTOR	HIGH SCHOOL		COLLEGE		UNIVERSITY	
	Males	Females	Males	Females	Males	Females
Federal Government	3,067	245	4,666	440	10,096	1,934
Provincial Government	2,079	923	3,883	1,544	13,144	8,803
Municipal Government	859	5,359	4,132	4,540	9,940	5,817
Private Industry	88,623	36,926	33,414	18,633	101,756	42,296
Educational Institutions	360	180	0	0	5,560	3,887

TABLE 1A

Total Student Employment Hours in Government and Private Sectors (1969)

SECTOR	HIGH SCHOOL		COLLEGE		UNIVERSITY	
	Males	Females	Males	Females	Males	Females
Federal Government	384	256	3,700	0	9,152	9,968
Provincial Government	4,459	366	2,866	0	8,212	7,150
Municipal Government	6,216	2,725	2,142	2,112	10,810	5,828
Private Industry	43,867	14,299	21,539	14,795	82,734	25,882
Educational Institutions	825	933	1,720	1,974	2,345	2,687

TABLE 2

Total Hours Worked by Month - 1970

Month of	HIGH SCHOOL		COLLEGE		UNIVERSITY		TOTAL HOURS
	Males	Females	Males	Females	Males	Females	
APRIL	6,722	3,914	3,434	1,980	7,764	1,742	25,556
MAY	7,753	5,059	8,681	3,456	27,226	10,419	62,594
JUNE	26,555	12,219	10,538	4,312	34,264	15,783	103,671
JULY	38,249	18,770	14,063	8,094	38,920	18,356	136,452
AUGUST	28,136	14,225	11,069	5,921	37,510	16,222	113,083
SEPTEMBER	5,030	3,237	1,460	1,662	5,797	2,003	19,189
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	112,445	57,424	49,245	25,425	151,481	64,525	460,545

TABLE 3

Total Hours Worked by Month in Which Job Was Accepted

Month Job Was Accepted	HIGH SCHOOL		COLLEGE		UNIVERSITY		TOTAL HOURS
	Males	Females	Males	Females	Males	Females	
September 1969	14,312	8,052	2,250	3,775	9,913	6,158	44,460
October 1969	800	0	0	0	0	0	800
November 1969	1,674	999	0	0	840	0	3,513
December 1969	1,316	450	800	0	999	1,495	5,060
January 1970	1,879	2,319	999	1,202	5,616	1,056	13,071
February 1970	2,455	2,070	1,998	1,116	5,359	768	13,766
March 1970	2,972	2,243	2,560	1,912	3,817	1,731	15,235
April 1970	7,511	7,337	11,882	4,859	41,642	14,083	87,314
May 1970	15,334	9,598	10,003	3,943	34,504	15,948	89,330
June 1970	39,176	15,796	8,199	4,288	18,162	8,476	94,097
July 1970	9,144	5,135	3,854	2,420	9,001	5,521	35,075
August 1970	1,258	612	120	312	1,707	495	4,504
September 1970	45	0	0	0	100	6	151
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	97,876	54,611	42,665	23,827	131,660	55,737	406,376

TABLE 4

In general, how much effort do you feel the student placement officers in the Lethbridge Canada Manpower Student Placement program make in trying to find jobs for students?

REGISTERED with C.M.C.

	HIGH SCHOOL		COLLEGE		UNIVERSITY	
	Males	Females	Males	Females	Males	Females
No Effort	23	17	5	1	10	4
Slight Effort	64	52	4	6	17	19
Average Effort	67	74	7	11	39	32
Strong Effort	52	46	10	5	34	28
Very Strong Effort	30	23	3	4	11	2
(Non-responses)	2	4	3	1	9	2
	<u>238</u>	<u>216</u>	<u>32</u>	<u>28</u>	<u>120</u>	<u>87</u>

NOT REGISTERED WITH C.M.C.

No Effort	73	64	1	3	19	3
Slight Effort	56	66	10	7	15	9
Average Effort	149	141	26	19	46	39
Strong Effort	145	144	28	15	35	37
Very Strong Effort	65	47	8	8	11	9
(Non-responses)	57	62	20	21	83	56
	<u>545</u>	<u>524</u>	<u>83</u>	<u>73</u>	<u>209</u>	<u>153</u>

TABLE 5

How hard did you actually try to find a job(s) this summer?

REGISTERED with C.M.C.

	HIGH SCHOOL		COLLEGE		UNIVERSITY	
	Males	Females	Males	Females	Males	Females
Made No Effort	8	7	0	0	1	1
Made A Slight Effort	26	37	2	4	7	8
Made An Average Effort	87	89	3	12	37	33
Made A Strong Effort	74	60	12	7	37	27
Made A Very Strong Effort	42	21	14	5	35	16
(Non-responses)	1	2	1	0	3	2
	<hr/> 238	<hr/> 216	<hr/> 32	<hr/> 28	<hr/> 120	<hr/> 87

NOT REGISTERED WITH C.M.C

Made No Effort	172	191	15	20	46	36
Made A Slight Effort	119	136	10	9	20	24
Made An Average Effort	141	105	25	16	47	28
Made A Strong Effort	64	55	16	13	39	28
Made A Very Strong Effort	24	14	12	8	33	14
(Non-responses)	25	23	5	7	24	23
	<hr/> 545	<hr/> 524	<hr/> 83	<hr/> 73	<hr/> 209	<hr/> 153

TABLE 6

In General, How Effective Do You Feel the Lethbridge Canada Manpower
Student Placement Program Has Been In Finding Jobs For Students?

REGISTERED with C.M.C.

	HIGH SCHOOL		COLLEGE		UNIVERSITY	
	Males	Females	Males	Females	Males	Females
Extremely Ineffective	25	16	4	3	13	9
Somewhat Ineffective	46	26	3	3	21	16
Neither Effective nor Ineffective	47	37	6	6	19	14
Somewhat Effective	97	112	12	12	51	39
Extremely Effective	22	20	4	3	9	7
(Non-responses)	1	5	3	1	7	2
	<hr/> 238	<hr/> 216	<hr/> 32	<hr/> 28	<hr/> 120	<hr/> 87

NOT REGISTERED with C.M.C.

Extremely Ineffective	35	34	2	2	19	2
Somewhat Ineffective	58	57	11	8	25	12
Neither Effective nor Ineffective	95	94	8	6	21	16
Somewhat Effective	253	239	32	29	54	54
Extremely Effective	45	42	9	6	8	11
(Non-responses)	59	58	21	22	82	58
	<hr/> 545	<hr/> 524	<hr/> 83	<hr/> 73	<hr/> 209	<hr/> 153

TABLE 7

Distribution By Month of Total Effort In Seeking a Summer Job

(Figures Represent Sums of Percentages)

MONTH	HIGH SCHOOL		COLLEGE		UNIVERSITY	
	Males	Females	Males	Females	Males	Females
DECEMBER 1969	1,187	826	314	15	960	812
JANUARY 1970	990	703	484	275	1,633	547
FEBRUARY 1970	1,374	730	426	238	1,443	810
MARCH 1970	1,885	1,415	811	696	2,690	1,654
APRIL 1970	3,394	2,297	2,019	807	6,744	4,200
MAY 1970	7,311	4,205	1,292	1,106	4,863	3,704
JUNE 1970	14,715	7,587	1,762	1,421	3,515	2,187
JULY 1970	9,531	6,808	748	670	2,492	1,345
AUGUST 1970	6,549	5,114	444	367	1,176	841

TABLE 8

Total Hours Worked (1970) resulting from Contacts and/or Leads

CONTACT OR LEAD	HIGH SCHOOL		COLLEGE		UNIVERSITY	
	Males	Females	Males	Females	Males	Females
Parents	31,239	13,738	7,170	4,150	17,479	6,756
Other Relatives	9,035	9,399	1,300	32	9,843	1,368
Friends	14,971	11,532	4,110	4,219	17,592	10,878
Church Contact	0	24	176	0	1,206	0
University, College or High School Placement	80	0	638	1,088	2,496	3,000
C.M.C. "Hire A Student" T.V. Advertising	180	360	0	280	420	114
"Hire A Student" Radio & Newspaper Advertising	2,068	322	0	0	1,680	320
C.M.C. Referral	1,424	152	3,248	160	5,012	4,640
Other Ads in news media	630	1,429	100	1,215	640	360
Direct Contact with Employer	19,226	10,626	16,777	7,761	51,007	21,709
Direct Contact with Union	800	0	1,136	0	5,856	0
Job Promised from Last Year	4,400	1,020	2,909	3,686	14,599	8,546
Other	3,606	2,262	3,816	3,788	7,910	1,189

